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ABSTRACT

This program guide is intended to help Associate Degree Nursing (ADN) instructors in Florida develop and/or update ADN programs. The first part is the final report of the project that developed the guide. Section I of the guide provides a description of the occupation, student admission criteria, retention and withdrawal standards, and program standards. A program outline contains a program description and a sample generic "integrated model" curriculum and a sample "nursing model" licensed practical nurse (LPN) to ADN transition curriculum. Generic ADN course outlines and LPN to ADN transition program course outlines include course descriptions, placement, time allotment, course objectives, units of instruction, texts, and evaluation methods. Other contents of section I are a listing of student performance standards, clinical competencies, and information on student organizations. Section II defines faculty standards. Section III addresses facilities, including facility design criteria and lists of equipment for simulated client care and audiovisual and instructional equipment. In section IV on instructional resources are found information on clinical agencies' contractual agreements and listings of print learning resources (textbooks and periodical literature), publishers (and addresses) of audiovisual software learning resources, and addresses of professional organizations and support services. Appendixes include sample forms and materials from ADN programs. (YLB)

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Final Report
Project No. DVE #SECC 5-2E21
From February 19, 1985 to August 31, 1985

Associate Degree Nursing
Program Guide

Seminole Community College
Sanford, Florida 32771

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PREFACE

In the Fall of 1984, Dr. Etta McCulloch, Director of Health and Public Services Education, Division of Vocational Education (DVE), requested that Seminole Community College request a project to receive funds for the development of an Associate Degree Nursing program guide.

Funds were received and the College contracted with Ms. Gloria Pickar to produce the camera-ready program guide to be delivered to the DVE office.

The College wishes to express its appreciation to Ms. Pickar for the excellent program guide developed and to the Seminole Community College nursing secretarial staff for the accurate typing of the program guide.

Abstract of the Final Report

Title of Project:	Associate Degree Nursing Program Guide
Organization:	Seminole Community College
Project Director:	Suzanne Tesinsky
Expenditures:	$1,200.00
Project Duration	February 19, 1985 - August 31, 1985
Project Number	DVE #SECC 5-2E21

PROBLEM

New statewide program guides to reflect the new program curriculum frameworks are being developed for the individual vocational programs identified by the Division of Vocational Education. The Associate Degree Nursing program was due to be developed and a postsecondary institution was needed to be responsible for the development and production of the program guide.

OBJECTIVE

The objective of this project is to develop, produce, and provide the Department of Vocational Education with a camera-ready, updated program guide for Associate Degree Nursing program.

PROCEDURES

The past Associate Degree Nursing Program Director of Seminole Community College was contracted by Seminole Community College to review, write, and edit the updated program guide for the Associate Degree Nursing Program.

RESULTS AND POTENTIAL UTILIZATION

The Associate Degree Nursing program guide was completed and submitted to Dr. Etta McCulloch. It is anticipated that this program guide will be duplicated and dispensed to all Associate Degree Nursing Directors in Florida to utilize in organizing or reorganizing their respective Associate Degree Nursing Programs. A copy of the program guide is submitted separately.

INTRODUCTION

The Division of Vocational Education (DVE) Program Directors are responsible for developing updated program guides in identified vocational programs. When completed these program guides will be disseminated to the schools and colleges to utilize in planning or updating their respective programs.

To accomplish this task the DVE selected individuals throughout the State to develop these program guides. Public schools or colleges were then asked to request Federal projects to obtain money to compensate these individuals.

This project was requested by Seminole Community College and funded with the objective to produce the program guide for the Associate Degree Nursing program.

METHODOLOGY

Seminole Community College contracted with Ms. Gloria Pickar, the past Associate Degree Nursing Program Director at Seminole Community College, to review, write, and edit the updated program guide for the Associate Degree Nursing Program. Ms. Pickar used the organization and curriculum of the Associate Degree Nursing Program at Seminole Community College as a framework to develop the program guide. She submitted the completed program guide to the Project Director in August, 1985, who in turn had it typed, copied and delivered to the DVE. A copy of the produced program guide is submitted separately.

FINDINGS AND ANALYSIS

The Associate Degree Nursing program guide produced by this project should serve as a guide to Associate Degree Nursing instructors throughout Florida to develop and/or update Associate Degree Nursing programs. Use of the program guide by these instructors should ensure that they are in compliance with state standards and guidelines.

CONCLUSIONS

The product produced in this project should meet the need for the development of a statewide program guide to reflect the new program curriculum framework for Associate Degree Nursing programs.

Seminole Community College has an excellent career ladder nursing program leading to the Associate Degree. The concepts and curriculum of this already successful program are included in the developed program guide and should ensure that individuals utilizing this product will develop or update high quality nursing programs.

PRODUCT DESCRIPTION

The following product supplements this report:

A program guide for the Associate Degree Nursing program.

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ASSOCIATE DEGREE NURSING

Generic Program
and
LPN to ADN Transition Program

I. PROGRAM CONTENT

II. FACULTY STANDARDS

III. FACILITIES

IV. INSTRUCTIONAL RESOURCES

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I. PROGRAM CONTENT

A. Description of the Occupation

Major Concepts

As defined in the Florida Classification of Instructional Program H018.110100, July, 1985, the program in "Nursing (Associate Degree) R.N." is designed to prepare Associate Degree Nurses (ADN) to provide patient services in a variety of settings. They administer care to patients experiencing defined health problems with predictable outcomes. ADN graduates are eligible to write the National Council licensing examination for registered nurses (R.N.), which predominately tests the knowledge needed to give safe care to patients in the settings specific to the practice of associate degree graduates.

Definition and Scope of Practice

The practice of professional nursing (R.N.) in Florida is governed by the Florida Nurse Practice Act, as set forth by the Board of Nursing, Department of Professional Regulation, Chapter 464.003, January, 1984, which states:

> "Practice of professional nursing" means the performance of those acts requiring substantial specialized knowledge, judgment, and nursing skill based upon applied principles of psychological, biological, physical, and social sciences which shall include, but not be limited to:
>
> 1. The observation, assessment, nursing diagnosis, planning, intervention, and evaluation of care; health teaching and counseling of the ill, injured, or infirm; and the maintenance of health and prevention of illness of others.
> 2. The administration of medications and treatments as prescribed or authorized by a duly licensed practitioner authorized by the laws of this state to prescribe such medications and treatments.
> 3. The supervision and teaching of other personnel in the theory and performance of any of the above acts.

Roles of Practice

Five interrelated roles have been defined for graduates of the associate degree nursing program. These roles are: provider of care, client teacher, communicator, manager of client care, and member within the profession of nursing. In each of these roles, decisions and practice are determined on the basis of knowledge and skills, the nursing process, and established protocols of the setting.

Career Advancement

Graduates of Florida community college associate degree nursing programs are eligible for articulation with Florida state universities for the Bachelor's Degree in Nursing. The Florida Department of Education's Nursing Coordination Task Force of the Articulation Coordinating Committee, Articles of Articulation, April, 1985, establishes the following:

ARTICLE 1.0 At the present time there exists an agreement for the transfer of general education and science credits from the community colleges and the State University System through the Common Course Numbering System. Through this system, courses are transferable and accepted uniformally by universities.

ARTICLE 1.1 Most of the universities have articulation plans for nursing education. As such, registered nurse students (associate degree and diploma graduates) are admitted into baccalaureate level nurse programs with advanced standing based on individual assessment of the student's previous education and experience. Students are not required to repeat nor challenge by examination course work for which college credit has been awarded. Thus, such programs are evaluated as having adequate provisions for articulation for nursing education.

ARTICLE 1.2 The matriculation time of 1.0, general education and science, and 1.1, nursing education should be such that an articulating student shall be able to complete the baccalaureate degree in nursing within two years of full-time study.

ARTICLE 1.3 It is recommended that those bachelor of science in nursing programs which do not have articulation provisions as described in 1.0, 1.1 and 1.2 of this document shall develop such provisions should the university continue to admit registered nurse students.

B. Student Admissions Criteria

In accordance with the State of Florida Department of Education Course Code Directory, the associate degree nursing program is taught at the post-secondary vocational level. The number of admissions allowed per class is regulated and approved by the Florida State Board of Nursing.

There are two types of Associate Degree Nursing programs in Florida -- 1) generic program and 2) LPN to ADN transition program.

Associate Degree Nursing programs are located within the community college setting, and all students must comply with the admission criteria set forth by each individual institution. Other common criteria specific for admission to Associate Degree Nursing are:

Generic ADN

1. Minimum of high school level coursework in algebra, biology with laboratory experience, and chemistry with laboratory experience. A minimum grade of "C" is generally required in all three areas.
2. Minimum 2.0 "C" overall grade point average.
3. Completed physical examination record signed by a M.D., D.O., or A.R.N.P.[1]
4. Completed dental examination record signed by a D.M.D. or D.D.S.[2]

LPN to ADN Transition

1. Evidence of current Florida LPN (Licensed Practical Nurse) licensure
2. Practical nursing school transcript
3. College credit for required prerequisite general education coursework with a minimum grade of "C" in each course. Such courses may include but are not limited to:

	Semester Credits
Anatomy and Physiology with lab	6-8
Microbiology with lab	3-4
Chemistry with lab[3]	3-4
Developmental Psychology	3
Nutrition	3
English Composition	3
College Algebra	3

(It should be noted that college credit courses frequently have specific prerequisites.)

---

[1] See Appendix A for sample examination forms

[2] Ibid.

[3] May be high school level course

4. Minimum 2.0 "C" overall grade point average.
5. Completed physical examination record signed by a M.D., D.O., or A.RN.P.[1]
6. Completed dental examination record signed by a D.M.D. or D.D.S.[2]
7. LPN work experience may also be considered.

Generic and LPN to ADN Transition

Pre-assessment testing to determine readiness for college level coursework and letters of reference may also be considered. Additional criteria, such as immunizations or certain diagnostic studies may be required by clinical facilities, and should be investigated before making a final decision regarding student admissions criteria.

An admission brochure and/or packet[3] should be readily available to prospective students describing:

1. program description
2. admission requirements
3. application procedure
4. selection criteria
5. notification of acceptance or denial
6. policies for re-application
7. curriculum and course prerequisites
8. publication or revision date

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[1] See Appendix A for sample examination forms.
[2] Ibid
[3] See Appendix B for sample brochure and packet.

C. Retention and Withdrawal Standards

Standards for retention and withdrawal are established in Chapter 464, F.S., January, 1984, of the Florida Nurse Practice Act as set forth by the Florida Board of Nursing Rules, Chapter 210-7, Florida Department of Professional Regulation, November, 1985.

210.726. Administrative Procedures

10. There shall be clear admission, transfer, readmission, promotion, and retention requirements and procedures which are available upon request.

Retention and withdrawal standards (as well as admissions criteria) should be published in the college catalog/bulletin. A student policy manual/handbook prepared and distributed by the nursing program further clarifies this information.

See Appendix C for sample Student Policy Manual.

D. Program Standards

As set forth by the Classification of Instructional Program H018.110100, July, 1985, the location of the ADN program within the community college setting provides an appropriate academic environment for instruction in the biological, physical, social, and behavioral sciences. The community college setting further provides instruction in the communication skills basic to the successful performance of the ADN graduate in the work setting. This body of knowledge supports concepts specific to the practice of nursing.

Curriculum Framework

The curriculum framework is established in Chapter 464,F.S., January, 1984, of the Florida Nurse Practice Act as set forth by the Florida Board of Nursing Rules, Chapter 210-7, Florida Department of Professional Regulation, November, 1985.

210.725. Curriculum Guidelines

1. In order to ensure the preparation of nurses capable of competent practice, the curriculum shall:

   a. Reflect the stated philosophy and objectives of the program.
   b. Evidence an organized pattern of instruction consistent with principles of learning and sound educational practices.
   c. Provide for systematic evaluation of student learning in both clinical experiences and effectiveness of graduate performance.
   d. Evidence ongoing program evaluation in relation to currency of content, competency of instruction, adequacy of clinical experiences and effectiveness of graduate performance.
   e. Include clinical learning experience sufficient to develop nursing skills required for safe practice.

2. The curriculum shall include, as a minimum:

   a. Theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric, geriatric, and psychiatric nursing.
   b. Theoretical instruction and clinical experience in both acute and long term care situations.

3. Theoretical instruction and clinical application of nursing process, human growth and development through the life span, cultural diversity, community health concepts, pharmacology and administration of medications, nutrition, legal aspects of practice, interpersonel relationship and leadership skills, professional role and function, health teaching and counseling skills, and current issues in nursing practice.

4. The total curriculum shall provide that approximately 50 percent of the program shall be in professional nursing.

5. The ratio of credit hours to clock hours of lecture, laboratory, and clinical experience shall be specified for each nursing course. These ratios shall be consistent for all nursing courses and conform to institutional requirements.

6. The total hours for graduation from the nursing program shall be consistent with those required for graduation from other programs of the institution.

210-7.27. Clinical Training

1. Clinical learning experiences shall be an integral part of the total curriculum plan and show relationship to concurrent theory.

2. Clincial experiences based on program objectives may be planned so that the student shall gain clinical experience on all shifts within the twenty-four (24) hour period.

3. Faculty shall select clinical experiences and provide students with effective guidance and supervision in clinical learning.

4. Each student providing direct care to patients/clients in a health care agency shall be under the supervision of a faculty member. Faculty should be responsible for supervising students on no more than two units during one clinical instruction period.

5. No more than twelve students shall be assigned to a faculty member for supervision in providing direct care to patients/clients for any one clinical instruction period.

6. Faculty shall be physically present within the health care agency while students are engaged in providing direct care to patients/clients.

7. Faculty shall be immediately available by telephone to students engaged in an observational experience or assigned to family-community health experiences.

8. Clinical facilities utilized for clinical training by students of approved programs shall provide evidence satisfactory to the Board that they meet the following requirements:

   a. Current state licensure/certification
   b. The director of nurses or person responsible for nursing services is a registered nurse currently licensed in Florida.
   c. The number and variety of patients are sufficient to meet clinical learning objectives of the nursing program.

d. There is nursing personnel, sufficient in number, currently licensed and appropriately qualified, to ensure that patients receive safe and effective care at all times.
e. There are written job descriptions for all categories of nursing personnel which are used as a basis for assigning responsibilities.
f. Appropriate references and current practice and procedure manuals are available on the unit where students receive experience.

9. Nursing programs shall seek prior approval from the Board for any clinical facility utilized for student clinical instruction.

10. It shall be the responsibility of the nursing program to obtain and maintain current contractual agreements with each agency utilized for student clinical training to ensure that the nursing program can provide the appropriate clinical experiences necessary to fulfill the requirements of these rules.

11. When more than one nursing program is using an agency for student clinical experience, there shall be written documentation of cooperative planning among the programs and the agency.

12. Preceptorships may be included in a professional curriculum when they meet all the following requirements:

a. Written objectives are specified and given to the preceptor prior to the experience.
b. The preceptor is approved by the faculty of the program.
c. The preceptor shall have clinical expertise and competence in the area where serving as a preceptor.
d. The preceptor shall be physically present in the unit and available to the student at times the student is performing in a nursing capacity with patients and clients.
e. The preceptor shall be assigned no more than two (2) students for any preceptor experience.
f. The student shall be enrolled in the course of the program in which the preceptor experience is a part and shall not be reimbursed for nursing services from the agency in which the experience is received.
g. Each student shall have a designated program faculty member who supervises the student and is readily available to the student during the time the student is performing in a nursing capacity with patients and clients.
h. The student shall have received clinical and theoretical instruction in all areas of nursing specified in Rule 210-7.25 (2) prior to any preceptor experience.

Program Length

Generic ADN:

The typical generic associate degree nursing curriculum is designed to be completed in two academic years of full time study. However, the length of this program for the average student will vary because of a variance in needed course and program prerequisites, enrollment limitations, work commitments, and personal concerns. Most students elect to complete most, if not all, general education coursework prior to beginning the nursing sequence, and while awaiting acceptance to the nursing program. The nursing sequence is spread out over two consecutive academic years, making the total program three academic years for the student who elects to complete general education before nursing education.

The total course credits of this program also varies because total credit hours vary according to individual community college policy regarding the number of credits awarded for laboratory hours. Up to three laboratory hours may equal one credit, while theory classes are usually 1:1 credit hour to clock hour. The minimum credits for the degree are set by the community college.

LPN to ADN Transition:

The typical transition program is designed to be completed in one and one-half to two years of full time academic study: one-half to one year of college credit general education and one year of nursing education. Like the generic curriculum, the transition program length and credits may also vary.

Articulation of Nursing Education: LPN to ADN

As required by Senate Bill 7-B (240.115 F.S.), passed by the 1983 Legislature for the State of Florida, the Florida Department of Education has established an articulation agreement by which nursing programs shall be governed. This document, Articles of Articulation, April, 1985, by the Nursing Coordination Task Force, is consistent with the recommendations of the 1980 Postsecondary Education Planning Commission's Nursing Education Study/Advisory Group, which included the following:

1. That Florida's nursing education programs should be considered a professional development system which facilitates the access to and choice of formal education in nursing, and

2. That students/practitioners (LPN, ADN, BSN, diploma and graduate) will be permitted the opportunity to enter and to move through this system in a way that ensures recognition of the competencies which they bring from previous education experience.

Associate Degree Nursing programs in Florida shall assure that equal educational opportunities and access to nurse education for students meeting program requirements exist. Entering students who have successfully completed the program H017.060500, Practical Nursing, should be given appropriate advanced standing. As such, programs who admit Florida licensed practical nurses (LPN) for study for the Associate Degree in Nursing shall abide by Articles 2.0-2.4 of the Nursing Coordination Task Force's Articles of Articulation, April, 1985, which state:

2.0 General education and science content in practical nursing curriculums does not articluate into the community college system because college credit is not awarded for practical nursing courses. Thus, each student must take the required general education and science courses for college credit to articulate into a community college associate in science degree nursing program.

2.1 Some community college associate in science degree nursing programs admit Florida licensed practical nurses for advanced standing. As such, students are not required to repeat nor challenge by examination nursing education course work for which colege credit or vocational credit has been awarded. Those programs are identified as models of articulation between practical nursing and associate in science degree nursing programs.

2.2 The matriculation time of 2.1, nursing education, should be such that an articulating student be able to complete the nursing education course work for the associate in science degree within one year of full-time study.

2.3 It is recommended that associate in science degree nursing programs which do not have articulation provisions as described in 2.0, 2.1 and 2.2 develop such provisions should the community college continue to admit licensed practical nurse students.

2.4 It is recommended that articulation be developed between the area vocational centers and community colleges for general education and science content of practical nursing curriculums. As such, the content should be evaluated for equivalence through the common course numbering system.

E. Program Outline

Program Description

The program in "Nursing (Associate Degree) R.N." is designed to prepare graduates for employment as nurses, professional (10100800), head nurses (075.127-018), private duty nurses (075.374-018), staff nurses (075.374-022), or general duty nurses (075.374-010), or to provide supplemental training for persons previously or currently employed in these occupations. The programs must be approved by the Florida State Board of Nursing as set forth in chapter 210-7, November, 1985, and graduates are eligible to write the National Council licensing examination for registered nursing.

The program in associate degree nursing prepares graduates who are accountable care providers, who care for clients with common health problems in any structured setting.[1] The program in associate degree nursing is designed to prepare graduates to give nursing care, upon etry into practice, according to the following assumptions set forth by the Committee of Deans and Directors of Schools of Professional Nursing of the Florida Nurses Association, and published by the Florida Division of Vocational Education, Health and Public Service Education Program Unit, revised April, 1984:

ASSUMPTION NUMBER 1

The practice of the associate degree nursing graduate:

a. Is directed towards the care of clients who have been identified as being ill or in need of diagnostic evaluation.

b. Is directed towards alleviating the problems of clients experiencing acute and chronic illnesses that are common and well-defined, recognizing and preventing the secondary complications common to these illnesses, and promoting a return to the optimal level of wellness.

c. Is concerned with individuals, but in the context of the family and the community.

d. Includes making nursing judgments and understanding the scientific rationale underlying decisions.

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[1] National League for Nursing, Council of Associate Degree Programs, STATEMENT ON ASSOCIATE DEGREE NURSING EDUCATION, PRACTICE, AND LICENSURE, May 3, 1981.

e. Includes client and family direction and instruction.

f. Is based on knowledge that is specific and factual, and that can be applied directly to practice.

ASSUMPTION NUMBER 2

The practice of the associate degree nursing graduate consists of processes and procedures that are standardized, in common use, and directed toward alleviating physical and psychosocial health problems. The outcomes are usually predictable. The graduate adapts basic skills to specific nursing situations (e.g., maternal/child nursng, and nursing of adults).

ASSUMPTION NUMBER 3

The practice of the associate degree nursing graduate:

a. Is performed effectively when guidance and supervision are provided by an experienced registered nurse in an individualized orientation program.

b. Involves directing other health workers in selected aspects of care.

ASSUMPTION NUMBER 4

The associate degree nursing graduate understands the system within which nursing personnel are educated and work, and his/her particular role and responsibilities within the health care delivery system.

Program Objectives

Upon completion of the Associate in Science Degree In Nursing, the graduate will be able to:

1. Use the Nursing Process to promote the optimum bio-psycho-social-spiritual health potential of clients and groups of clients with commonly recurring health problems.
2. Synthesize and apply the core of knowledge and skills acquired in the biological, physical, and social sciences, language arts, and nursing in giving comprehensive nursing care.
3. Recognize and provide for the cultural diversity and individuality of clients.
4. Assume responsibility for a group of clients as the team leader or the primary nurse in collaboration with other members of the nursing and health team.

5. Apply the skills of safe nursing practice based on sound rationale and priority of needs.

6. Protect the privacy and rights of clients by acting as a client advocate.

7. Encourage the client to be independent and responsible for self care as soon and as much as possible.

8. Serve as a role model of self care, health promotion, illness prevention, and good citizenship within the health care and general community.

9. Use communication effectively with clients, their families, and health team members.

10. Employ health teaching in the planning and implementation of nursing care.

11. Adhere to legal and ethical principles of nursing practice, including assuming responsibilities for own actions.

12. Provide for the continuity of nursing care thourgh up-to-date care plans, evaluative charting, appropriate community referrals, and regular team conferences.

13. Evaluate own capabilities and limitations and seek appropriate guidance as needed.

14. Continue to seek opportunities for further professional and personal growth.

Curriclulm Outlines

Sample Generic "Integrated Model" Curriculum

	General Education:	Semester Credits
APB 2203C	Human Anatomy and Physiology I	4
APB 2204C	Human Anatomy and Physiology II	4
MCB 2013C	Microbiology	4
DEP 2003	Developmental Psychology	3
PSY 2012	General Psychology	3
SYG 2000	Introduction to Sociology	3
POS 1041	U.S. Government I	3
ENC 1101	Freshman Composition I	3
ENC 1102	Freshman Composition II	3
	Nursing Eduction:	
NUR 1022	Mathematics and Pharmacology for Nursing	3
NUR 1040C	Nursing I - Fundamentals of Nursing	9
NUR 1200C	Nursing II - Common Responses to Illness	10
NUR 2251C	Nursing III - Complex Responses to Illness	5
NUR 2130C	Nursing IV - Maternal Child Health Nursing	10
NUR 2310C	Nursing V - Psychiatric/Mental Health Nursing	5
NUR 2943C	Nursing VI - Clinical Practicum in Patient Management	5
NUU 2210	Leadership theory	1
	TOTAL	78

Course numbers reflect Florida Common Course Numbering System

Sample "Nursing Model" LPN to ADN Transition Curriculum

	General Education:	Semester Credits
APB 2203C	Human Anatomy and Physiology I	4
APB 2204C	Human Anatomy and Physiology II	4
MCB 2013C	Microbiology	4
HUN 1201	The Principles of Nutrition	3
ENC 1101	English I	3
ENC 1102	English II	3
DEP 2003	Developmental Psychology	3
PSY 2012	General Psychology	3
SOC	Social Science Elective	3
PEL	Physical Education Elective	1
PEL	P.E./Health Education Credit Allowed for PN Education	3
COC 1020	Computer Literacy	1
CAP 1401	Computer Applications in Nursing and Health	1
	Nursing Education:	
NUR 2054C	Nursing Transition	4
NUR 2220C	Nursing Care of Adults and Children	10
NUR 2195C	Nursing Care of Parents and Children	5
NUR 2311C	Nursing Care for Mental Health	5
NUR 2220	Nursing Leadership	2
NUR 2943C	Nursing Clinical Practicum	4
	Total	66

Course numbers reflect Florida Common Course Numbering System.

NUR 1022: MATHEMATICS AND PHARMACOLOGY FOR NURSING

Course Description:

NUR 1022 includes principles and concepts related to pharmacology and the administration of medications. Specific knowledge of the sources of drugs, their physical and chemical properties, their physiologic actions in the body, their metabolic rates, therapeutic uses, and nursing considerations are stressed. This course builds the solid foundation of understanding that will enable the student to calculate and administer medications competently, safely, and with proper attention to the needs of patients.

Placement:

First semester of first year

Time Allotment:

3 hours per week for 15 weeks.

Course Objectives:

Upon completion of this course, the student will:

1. Use correct medical terminology, abbreviations and three systems of measurement to correctly interpret medication orders.
2. Correctly convert units of measurement within the same system and from one system to another.
3. Use the equation below to correctly calculate the amount of medication to be administered via oral and parenteral routes.

   $$\frac{\text{Order}}{\text{Supply}} \times \text{Quantity} = \text{Amount to be Administered}$$

4. Measure the amount of medication to be administered using appropriate equipment.

5. Calculate pediatric dosage problems using:
   a. Clark's Rule
   b. Body Surface Area
   c. Dosage by Body Weight

6. Identify general principles of pharmacology.

7. Relate to the mechanisms of drug actions.

8. Identify commonalities of medication within specified classifications.

9. State actions and side effects of drugs in various categories.

Units of Instruction:

1. Systems of Measurement
2. Converting Units of Measurement
3. Calculating Drug Dosage
4. Reconstituting Drugs
5. Calculating Pediatric Dosages
6. Clinical Pharmacology

Texts:

Pendergraft, S. and Speranza, L. Dosage Study Guide, Valencia Community College. Orlando, FL.

Evaluation Methods:

1. Quizzes
2. Unit examinations
3. Final examination (comprehensive)
4. Written assignments
5. Computer assignments

NUR 1040C: NURSING I--FUNDAMENTALS OF NURSING

Course Description:

NUR 1040C introduces the student to basic concepts of health and general effects of stress on individuals throughout the life cycle. The nursing process is presented as an approach to patient care. Emphasis is placed on human needs relating to hygiene, comfort, safety, activity, elimination, rest and sleep, and effective communication. The course focuses on understanding the adult patient's developmental stage and promoting physiological and psychological functioning. The physical, biological, and social sciences applicable to the development of basic nursing skills are utilized. Beginning skills in assessing, planning, implementing, and evaluating patient care are an integral part of the course.

Course Overview:

This course is planned to enable the student to develop a foundation of nursing knowledge that is basic to the nursing care of all patients. Emphasis is placed on the assessment, planning, intervention, and evaluation of patients with simple health needs. The identification of the needs of the person who is healthy will give the student the basis for understanding illness.

This course builds on knowledge of the biophysical and social sciences. The conceptual framework of the nursing program is utilized to introduce the concepts of the life cycle, human needs, stress and adaptation, communication, nursing process, and professionalism throughout the course. The learning experiences in the hospital, nursing home, and laboratory provide an oportunity for the student to develop beginning technical and interpersonal skills. The student is guided in various aspects of patient care by the use of the nursing process. Clinical experiences are correlated with classroom theory. Pre and post-conferences at the hospital are designed to provide the student with the opportunity to explore patient care experiences with the group.

Placement:

First semester of first year

Time Allotment:

Per 15 weeks

1. 4 hours lecture weekly
2. 12 hours clinical experience weekly
3. 2 hours nursing laboratory weekly

Course Objectives:

Upon completion of this course, the student will:

1. Recognize the role of the enviroment as a contributing factor in patient health.
2. Gather information regarding patient needs using Maslow's and Erikson's theories.
3. Recognize the effects of stress, adaptation and culture on the general health of individuals throughout the life cycle.
4. Identify the specifics of the communication process and recognize barriers to communication.
5. Demonstrate knowledge of components of the nursing process.
6. Utilize beginning technical skills to meet the basic physiological needs of patients.
7. Describe the role of the associate degree nurse within the practice of nursing.
8. Demonstrate knowledge of the ANA Code of Ethics for Nurses.

Units of Instruction:

1. INTRODUCTION: CONCEPTS BASIC TO NURSING
    - Role of the A.D. Nurse
    - Basic Human Needs
    - Health - Illness
    - Stress and Adaptation
    - Medical Asepsis
    - Regulation of Temperature, Respiratory and Pulse Rates, and Blood Pressure
2. UNDERSTANDING ILLNESS
    - Anxiety
    - Emotional Reactions to Illness
    - Developmental Phases of Human Life Span According to Erik Erikson
    - Disturbance of Body Image
    - Pain
3. THERAPEUTIC COMMUNICATION
    - Nurse - Patient Relationship
    - Principles and Techniques of Communication
4. NURSING PROCESS AND ETHICAL - LEGAL CONSIDERATIONS

5. APPLYING BIOMECHANICS TO NURSING
    - Hazards of Immobility
    - Principles of Moving and Lifting, Range of Motion Exercises

6. NUTRITION
    - Fluid Balance
    - Promoting Respiratory Function
    - Bowel Elimination
    - Urinary Elimination
    - Sexuality

7. PRINCIPLES OF MEDICATIONS

8. GERONTOLOGIC NURSING

Texts:

1. Brunner, L., et. al. Medical-Surgical Nursing, J.B. Lippincott Co., Philadelphia.

2. Sorensen, K.C., and Luckman, J. Basic Nursing, W.B. Saunders Company, Philadelphia.

3. Govonii, L.E., and Hayes, J.E. Drugs and Nursing Implications, Appleton-Century-Crofts, New York.

4. Taber, Clarence William, Taber's Cyclopedic Medical Dictionary F.A. Davis Co., Philadelphia.

5. Tilkian, Sarko M. and Conover, Mary H., Clinical Implications of Laboratory Tests, C.V. Mosby Co., St. Louis.

    OR

    Fishback, Frances, A Manual of Laboratory Diagnostic Tests, J.B. Lippincott Company, Philadelphia.

6. Caldwell, E., and Hegner, B.R., Geriatrics: A Study in Maturity, Delmar Publishers, Albany, NY.

7. Atkinson, L., and Murray, M., Understanding the Nursing Process. Macmillan Publishing Co., New York.

Evaluation Methods:

1. Written unit examinations
2. Comprehensive final examination
3. Written assignments - including three (3) nursing care plans and weekly clinical preparation forms.
4. Performance of specified critical skills.
5. Participation and contribution in discussions and conferences.
6. Satisfactory summative clinical performance evaluation.
7. Three satisfactory nursing care plans.
8. Weekly satisfactory completion of clinical preparation form.
9. Dosage calculation exam (minimum passing score of 80%, one make-up permitted)

NUR 1200C: NURSING II--COMMON RESPONSES TO ILLNESS

Course Description:

NUR 1200C builds on the theory and skills obtained in Nursing I. The course focus is on medical-surgical nursing and related pathophysiology. Nursing II utilizes a basic conceptual and developmental approach to understanding the effect of common stressors on the basic needs of the adult patient. The course focuses on the physiological and psychological reactions of adult individuals to commonly occurring stressors which include: (1.) stressors from surgical intervention; (2.) imbalances in cellular maturation; (3.) disturbances in fluid and electrolyte balance; and (4.) interference with mobility, sensation, oxygenation, nutrition, and elimination. Throughout the course the student will develop increased technical skills and ability to use the nursing process while caring for selected patients manifesting interference with basic needs.

Course Overview:

This course is planned to enable the student to gain knowledge regarding common psychological and physiological responses to stressors which interfere with the person's ability to adapt. These common responses to illness are symptomatic in nature and require nursing judgments and actions.

The student will develop skills in nursing assessment and intervention while caring for selected patients manifesting interference with basic needs. Nursing responsibilities in medical intervention will be defined including knowledge regarding medical therapy as related to the pathological conditions studied. The course will build upon the knowledge and skills learned in Nursing I. Principles guiding appropriate nursing actions as well as legal and ethical considerations will be part of the course content.

Clinical experiences will focus on application of these principles to a variety of patients. The nursing process, communication skills, and principles of professionalism will continue to underlie all aspects of patient care. These clinical experiences will be correlated with classroom theory. Pre and post-conferences are an integral part of the clinical experience where students explore and share patient care situations in a group setting.

Placement:

Second semester of the first year

Time Allotment:

Per 15 weeks

1. 6 hours lecture weekly
2. 12 hours clinical experience weekly
3. 2 hours nursing laboratory weekly

Course Objectives:

Upon completion of this course, the student will:

1. Assess each patient according to his stage in the life cycle.
2. Assess with direction each patient according to Maslow's & Erikson's theories.
3. Apply the nursing process in caring for the adult patient with problems of: oxygenation, nutrition, elimination, fluid and electrolyte balance, mobility and sensation.
4. Identify the common psychophysiological and cultural responses of the human body to stress.
5. Recognize the various coping mechanisms inherent in patients with commonly occurring illnesses.
6. Utilize therapeutic communication with patients and families in assisting them to cope with the effects of the disease process.
7. Collaborate with guidance in relating to members of the health team.
8. Describe the standard medical and surgical care, rationale for treatment, drug therapy, diagnostic tests, and diet in given patient situations.
9. Explain the scientific rationale for nursing care in given patient situations.
10. Demonstrate appropriate psychomotor skills required in patient care.
11. Identify the need for patient teaching in selected instances.
12. Demonstrate the values of nursing professionalism in working with patients, families, health team members, and peers.

Units of Instruction:

1. Body's Reaction to Stress
2. Effects of Stress on Oxygenation
3. Effects of Stress on Nutrition
4. Effects of Stress on Elimination
5. Effects of Stress on Regulatory Mechanisms
6. Effects of Stress on Mobility and Sensation

Texts:

1. Brunner, Lillian and Suddarth, Doris S. Textbook of Medical-Surgical Nursing. J.B. Lippincott, Philadelphia.
2. Govoni, Laura and Janice Hager. Drugs and Nursing Implications. Appleton-Century-Crofts, New York.
3. Luckmann, Joan and Sorensen, Karen. Medical-Surgical Nursing. A Phychophysiologic Approach. W.B. Saunders Co., Philadelphia. (optional)
4. Stroot, Violet et. al. Fluids and Electrolytes. F.A. Davis, Philadelphia.
5. Taber, Clarence. Taber's Cyclopedic Medical Dictionary. F.A. Davis, Philadelphia.
6. Tilkian, Sarko M. and Mary Conover. Clinical Implications of Laboratory Tests. C.V.Mosby Co., St. Louis.
7. Farrell, Jane. Illustrated Guide to Orthopedic Nursing. J.B. Lippincott Company, Philadelphia. (optional)
8. Campbell, Claire. Nursing Diagnosis and Intervention. John Wiley & Sons, New York. (optional)

Evaluation Methods:

1. Unit examinations
2. Final examination (comprehensive)
3. Satisfactory summative clinical performance evaluation
4. Four satisfactory patient care plans
5. Summative self-evaluation
6. Satisfactory critical skill performance
7. Satisfactory completion of weekly clinical preparation forms

NUR 2251C: NURSING III--COMPLEX RESPONSES TO ILLNESS

Course Description:

NUR 2251C builds on theory and skills learned in Nursing I and II. It focuses on the pathophysiological processes of complex illness which occur in adult patients throughout the life cycle. Emphasis is on knowledge of advanced nursing theory and application of the nursing process in caring for selected patients. The course will also focus on an understanding of emotional reactions during critical illness. Theoretical course content will include the more complex disturbances of oxygen transport, fluid and electrolyte balance, and motor and sensory regulation. Throughout the course the student will develop technical skills in caring for patients with complex problems. Clinical experiences will focus on more independent use of the nursing process while caring for patients with changing needs. The formulation of short and long-term goals will be the objective in planning care for selected patients.

Course Overview:

This course will build on the knowledge and skills learned in Nursing I and II. It is designed for the student to gain knowledge of the pathophysiological processes which occur throughout the life cycle in adult patients with complex illness. Emphasis is on application of in-depth nursing theory in caring for patients with problems resulting from overwhelming physiological stressors. Selected patient care models and clinical experiences will promote independent use of the nursing process in determining care for patients with changing needs. Independent judgment and decision making is encouraged when students establish nursing diagnosis. Advanced learning resources and guidance is provided by the instructor in selected cases. The course will also focus on an understanding of the emotional reactions of individuals during critical illness. Theoretical course content will include patient care models which cite disturbances of oxygen transport, fluid and electrolyte balance, and motor and sensory regulation. The rehabilitative aspects of nursing care will be studied along with nursing intervention. Throughout the course the student will develop technical skills in caring for the patient with complex problems.

Clinical experiences will focus on application of nursing theory in specific patient care situations. The nursing process, communication skills, and principles of professionalism will continue to underlie all aspects of patient care. Ethical and legal considerations of patient care will be integrated in pre and post-conferences. These conferences will continue to be an integral part of the clinical experience.

Placement:

Third semester of first year

Time Allotment:

Per 7½ weeks
1. 4 hours lecture weekly
2. 12 hours clinical experience weekly
3. Variable nursing laboratory hours

Course Objectives:

Upon completion of this course, the student will:

1. Identify complex pathophysiological, psychosociological, and cultural responses of the human body to stress.
2. Apply the nursing process in caring for the adult patient with complex problems of oxygen transport, fluid and electrolyte balance, and motor and sensory regulation.
3. Make independent nursing decisions given specific patient situations.
4. Utilize therapeutic communication with individuals experiencing disturbances of their psyche and body.
5. Demonstrate appropriate psycho-motor skills required in the care of patients with complex illness.
6. Explain the alterations in physiology in given specific patient conditions.
7. Describe the standard medical and surgical nursing interventions in given specific patient situations.
8. Explain the scientific rationale for nursing care in given specific patient situations.
9. Implement a plan of teaching according to established protocol.
10. Demonstrate the values of nursing professionalism in working with patients, families, health team members, and peers.
11. Collaborate independently in relating to members of the health team.
12. Recognize the various coping mechanisms that are displayed by individuals during complex illnesses.
13. Independently utilize Maslow's and Erikson's theories when assessing patients with complex problems.

Units of Instruction:

1. Emotional Reactions of Individuals in Crisis Illness
2. Complex Problems Related to Oxygen Transport (Respiratory)
3. Complex Problems Related to Fluid and Electrolytes
4. Complex Problems Related to Oxygen Transport (Cardiovascular)
5. Complex Problems Related to Motor and Sensory Regulation

Texts:

1. Brunner, Lillian and Doris S. Suddarth. Textbook of Medical-Surgical Nursing. J.B. Lippincott, Philadelphia.
2. Govoni, Laura and Hayes, Janice. Drugs and Nursing Implications. Appleton-Century-Crofts, New York.
3. Luckmann, Joan and Sorensen, Karen. Medical-Surgical Nursing. A Phychophysiologic Approach. W.B. Saunders Co., Philadelphia. (optional)
4. Stroot, Violet et. al. Fluids and Electrolytes. F.A. Davis, Philadelphia.
5. Taber, Clarence. Taber's Cyclopedic Medical Dictionary. F.A. Davis, Philadelphia.
6. Tilkian, Sarko M. and Mary Conover. Clinical Implications of Laboratory Tests. C.V. Mosby Co., St. Louis.
7. Campbell, Claire. Nursing Diagnosis and Intervention. John Wiley & Sons, New York. (optional)

Evaluation Methods:

1. Unit examinations
2. Final examination (comprehensive)
3. Satisfactory completion of two nursing care plans
4. Satisfactory completion of weekly clinical preparation forms
5. Satisfactory summative clinical performance evaluation
6. Summative self-evaluation
7. Satisfactory critical skill performance

NUR 2130C: NURSING IV--MATERNAL CHILD HEALTH NURSING

Course Description:

NUR 2130C is designed to adapt the theory and skills attained in Nursing I, II, and III to the care of the childbearing and child rearing family. The course introduces the student to the basic theoretical concepts and skills utilized during the childbearing cycle. The course focuses on developmental theories utilized in assessing, planning, implementing, and evaluating care for the childbearing and child rearing family as a unit. The effect of stress and adaptation on the family unit will be viewed from a physiological, psychological, and developmental perspective.

Course Overview:

This course is planned to enable the student to adapt the theory and skills attained in prerequisite courses to the care of the childbearing and child rearing family. The course focuses on physiological, developmental, and psychological responses of the patient within the childbearing family to stress. Synthesis of the nursing process is based on the concept that optimum health care of the woman, mother, newborn, and child are basic to the health of the individual, family, and society. Throughout the course the student will be caring for selected patients within the childbearing and child rearing family.

Placement:

Third semester of first year

Time Allotment:

Per 15 weeks

1. 5 hours lecture weekly
2. 10-11 hours clinical experience weekly
3. 4 hours clinical seminar weekly

Course Objectives:

Upon completion of this course, the student will:

1. Gain understanding of the childbearing and child rearing family and its unique health needs.

2. Develop the ability to provide nursing care to individuals within the family unit based on cultural influences; the patho-physiological and psychological responses of the human body to stress; individual and family needs; and developmental level.

3. Recognize principles of communication and develop the ability to utilize appropriate techniques specific to the childbearing and child rearing family.

4. Identify and relate the functions of health care agencies and programs which participate in the promotion and maintenance of wellness of the childbearing and child rearing family.

5. Demonstrate nursing skills specific to the antepartal, intrapartal and postpartal patient, the newborn, and the child.

6. Identify legal components and ethical issues that are specific to the care of the childbearing and child rearing family.

7. Identify the learning needs of the childbearing and child rearing family and provide appropriate information with guidance.

Units of Instruction:

1. Introduction to Maternal Child Health
2. Nursing Process Applied to the Childbearing and Child Rearing Family
3. Growth and Development
4. Nutritional Needs
5. Interference in Cardiovascular Function
6. Interference in Respiratory Function
7. Interferences that are Chronic or Terminal in Nature
8. Hypertensive States of Pregnancy
9. Interference in the Immune System
10. Interference in Neurological Function

11. Interference in Musculoskeletal Function
12. Interference in Renal and Urinary Function
13. Hemorrhagic Disorders of Pregnancy
14. Interference in Gastro-Intestinal Function
15. Interference in Chromosomal Structure
16. Interference with Reproductive Function
17. The Injured Child

Texts:

1. Butnarescu, Glenda and Tillotson, Delight. Maternity Nursing Theory to Practice, John Wiley and Sons, New York.
2. Pillitteri, Adele. Child Health Nursing Care of the Growing Family, Little, Brown & Company, Boston.
3. Whitson, Betty Jo and McFarlane, Judith M. The Pediatric Nursing Skills Manual, John Wiley and Sons, New York. (optional)

Evaluation Methods:

1. Unit exams
2. Final exam (comprehensive)
3. Clinical theory exams
4. Graded agency report
5. Satisfactory summative clincial performance evaluation
6. Satisfactory critical skill performance
7. Satisfactory completion of clinical preparation forms
8. Satisfactory nursing care plan
9. Satisfactory completion of assessments and written assignments
10. Dosage calculation exam (minimum passing score of 85%; two make-up exams permitted)

NUR 2310C: NURSING V--PSYCHIATRIC/MENTAL HEALTH NURSING

Course Description:

NUR 2310C is designed to assist the student in refining communication skills that can be applied to any area of nursing practice, understanding the dynamics of human behavior, and acquiring knowledge in content areas peculiar to the psychiatric-mental health setting. This course builds upon mental health concepts developed in previous nursing courses and the social sciences. Learning experiences in patient care are conducted in the psychiatric hospital setting with limited opportunities in community mental health.

Course Overview:

This course builds upon mental health concepts and principles of therapeutic communication introduced in previous nursing courses. These concepts are now applied to patients in mental health settings whose behavior reflects maladaptive coping patterns.

Life Cycle: Erik Erikson's psychosocial conceptualization of the developmental stages is applied to human beings throughout the life cycle. The major focus will be on the unsuccessful resolution of these developmental tasks. The student will also be introduced to other theories of personality development frequently utilized in the mental health setting.

Human Needs: While learning theory related to maladaptive coping behavior patterns, the student will use Maslow's Hierarchy of Needs in learning to adapt the nursing process to the client in a mental health care setting.

Stress and Adaptation: Building upon previous knowledge of stress and adaptation theory, the major focus will include the following:

1. Intrapsychic, interpersonal and environmental stressors, and ideological factors in the development of mental illness.

2. Successful and unsuccessful adaptation through the use of specific coping responses and defense mechanisms.

3. How physiological stressors can adversely affect mental health.

Communication: This course builds upon previous knowledge of principles of therapeutic communication. It enables the student to utilize these skills in working with patients who manifest maladaptive coping behaviors. The major emphasis of this course involves the process of human to human relating.

Nursing Process: The nursing process is the foundation upon wich all activities in the area of psychiatric/mental health nursing are based. Written work is expected to reflect all four phases of the nursing process. The student may require assistance with applying the nursing process in dealing with clients with maladaptive coping behaviors. The concept of "therapeutic use of self" will be introduced as a major nursing intervention.

Professionalism: The student will continue to demonstrate the values of nursing by professional behavior in the clinical setting. Particular emphasis is placed on client confidentiality.

Placement:

Second semester of second year

Time Allotment:

Per 7½ weeks:

1. 4 hours lecture weekly
2. 12 hours in-patient clinical experience weekly, including visitation and observation of selected community mental health agencies.
3. 2 hours nursing laboratory weekly

Course Objectives:

Upon completion of this course, the student will:

1. Apply the concepts of Erikson's developmental stages to clients in the mental health setting.

2. Recognize unsuccessful resolution of Erikson's developmental tasks in clients.

3. Utilize Maslow's hierarchy of needs in learning to adapt the nursing process to the patient in the psychiatric milieu.

4. Identify intrapsychic, interpersonal, environmental, and cultural stressors and ideological factors in the development of mental illness.

5. Identify specific coping responses and defense mechanisms in patients attempting to adapt to stressors.

6. Use therapeutic principles of communication in relating on a one to one basis with clients who display maladaptive coping behaviors.

7. Utilize the four phases of the nursing process in caring for clients in the mental health setting.

8. Identify the level of anxiety in clients and intervene appropriately to reduce anxiety through Therapeutic Use of Self.

9. Maintain client confidentiality and display professional behavior appropriate to the mental health care setting.

Units of Instructions:

1. Introduction to Psychiatric Nursing
2. The Nursing Process in Psychiatry
   The Nurse-Client Relationship
3. Anxiety
4. The Mental Health Status Exam
5. Theoretical Models
6. Mental Health-Mental Illness Continuum
7. Anxiety and the Neurotic Personality
8. The Individual Who Is Depressed
9. The Individual Who is Unable to Reach Out (Schizophrenia)
10. Socially Maladaptive Behavior Patterns.
11. Working with Groups
12. Mental Health and the Aged
13. Mental Health Needs of Children/Adolescents
14. Family Therapy

Texts:

1. Robinson, Lisa. Psychiatric Nursing as a Human Experience, W. B. Saunders Co., Philadelphia.
2. Atkinson, Ann. Psychiatric Nursing Workbook, Valencia Community College, Orlando, FL.

Evaluation Methods:

1. Weekly written quizzes.
2. Written unit examinations.
3. Comprehensive final exam.
4. Two satisfactory written assignments consisting of an assessment and an interpersonal process recording (IPR).
5. Satisfactory written report describing the visit made to a community mental health agency.
6. Satisfactory summative clinical performance evaluation.
7. Clinical journal kept by the student and submitted weekly to the clinical instructor.

NUR 2943C: NURSING VI--PATIENT CARE MANAGEMENT

Course Description:

The student in NUR 2943C is assisted to acquire increased ability to plan and deliver care to groups of patients. Opportunities are offered for the student to apply the theoretical basis of nursing practice to extensive directed clinical experiences. Students have the opportunity to develop and enhance skill in the delivery of patient care and patient care management.

Course Overview:

The course content and nursing interventions focus on skills utilized in individual care of patients. The student is assisted to acquire increased ability to plan and deliver care to groups of patients. Cognitive, technical, and communication skills are reinforced as the students apply previously learned skills while caring for groups of patients in varying stages of illness. This is a transitional clinical course that will provide experiences similar to those of a newly practicing R.N. The seminar associated with the course will deal with the nurse as a member of the nursing profession. It will include student discussion of clinical experience and student presentations of content assigned by the instructor. The criteria established for prior nursing courses will serve as the framework for this course in the application of content and nursing intervention.

Placement:

Second semester of second year

Time Allotment:

Per 7½ weeks
1. 1 hour seminar weekly
2. 16 hours clinical weekly

Course Objectives:

Upon completion of this course, the student will:

1. Set priorities to meet all assigned patients' needs.
2. Organize nursing care to meet all assigned patients' needs.
3. Recognize patient culture and developmental stage to plan patient care according to individual needs.
4. Carry out health teaching, taking into account the developmental stages of both patient and family.

5. Establish and maintain effective therapeutic communication with patients, physicians, family members, and other health team members.
6. Recognize the chain of command and utilize effectively the lines of authority in this process.
7. Identify stress factors in the environment that have an effect on the health status of patients and family.
8. Utilize basic theories of stress and adaptation to aid in problem sloving.
9. Adapt to changes in the environment.
10. Utilize the nursing process to care for patients and families with acute and long term health problems.
11. Function as a member of the nursing profession within the ethical-legal framework, assuming responsibility for own growth.

Units of Instruction:

1. Orientation to Course
   I.V. Therapy
2. Types of Nursing Care Delivery
3. Shift Responsibilities
4. Team Conference
5. Making Team Assignments
6. End of Shift Report
7. Processing Orders

Texts: See texts for all other nursing courses.

Evaluation Methods:

1. Graded clinical performance components
   - team conference
   - shift report
   - medication delivery
   - overall clinical evaluation
2. Dosage calculation exams. The dosage calculation exam is NOT computed into the overall course average; as such, it is pass-fail and 90% is the minimum passing score. Two make-up exams are permitted.

NUU 2210: LEADERSHIP THEORY

Course Description:

NUU 2210 provides the opportunity for the student to look at nursing practice according to leadership theory. Clinical leadership skills essential for patient care management are presented. Nursing practice problems are analyzed and solutions are determined through group discussion. The student is guided in career planning and emphasis is placed on the transition from student to graduate nurse.

Course Overview:

This course is planned to provide the opportunity for students to look at nursing practice according to leadership theory. Clinical leadership skills are presented, analyzed and integrated into the student's practice of nursing management. Problems in nursing practice are presented for discussion. Through the use of the nursing process and with an understanding of the life cycle, the student will identify solutions and adapt these solutions in clinical practice. Emphasis is put on communication skills. The student is expected to work independently to attain an adequate communication base with all co-workers and patients. Professional behavior and values are discussed with emphasis on the moral, ethical, and legal responsibilities of the professsional nurse.

Placement:

Second semester of second year.

Time allotment:

2 hours weekly for seven weeks

Course Objectives:

Upon completion of this course, the student will:

1. Plan care for a group of patients with regard to developmental tasks, cultural diversity, and the patient's uniqueness.
2. Describe how the need of a group of patients are identified in patient management and list factors that determine priority.

3. Utilize principles of management to identify stress factors, cultural influences, and various coping mechanisms that patients, staff, and peers manifest in the hospital setting.
4. Independently apply the nursing process in patient management by assuming responsibility for decision making in meeting the needs of a group of patients.
5. Integrate communication principles and concepts of the preceeding nursing courses necessary for the successful management of a health care team.
6. Recognize the professional responsibilities associated with the nurses' role as patient advocate and facilitator of direct patient care.

Units of Instruction:

1. Leadership Theory: Principles and Behaviors
2. Conflict Resolution
3. Role Relationships of ADN Nurse
4. Planning Process
5. Communication Skills
   a. Assignments/End of Shift Report
   b. Team Conference
6. Legal - Ethical Implications
7. Change Theory
8. Reality Shock

Text:

Douglass, Laura and Bevis, Olivia, Nursing Management and Leadership in Action, C.V. Mosby Company, St. Louis.

G. LPN to ADN Transition Program Course Outlines

CAP 1401: COMPUTER APPLICATIONS IN NURSING AND HEALTH

Course Description:

This course is an opportunity for the student to apply the general concepts and operations acquired in COC 1020 (Computer Literacy) to specific situations in health care. It is a survey of the current health information systems and the application of data processing techniques to the health field. The student will use the computer to enter and retrieve information relative to client care, apply the nursing process in simulated client situations, and reinforce effective decision making skills. Hands-on experience in a microcomputer lab will be provided.

Placement:

Second semester

Time Allotment:

One class hour per week for 16 weeks

Course Objectives:

Upon completion of this course, the student will:

1. Define and use specific terms relevant to computer applications in health.
2. Enter and retrieve information from a nursing care data base.
3. Interface with data bases in areas of the health care system other than the primary nursing care unit, both internal and external to the health care facility.
4. Use the computer to apply the nursing process.
5. Practice decision-making relative to client-care, using computer simulations.
6. Identify the advantages of computer assisted instruction for health education.

Units of Instruction:

1. Computer Terminology Specific to Health Care
2. Health Care Information Systems
3. Computerized Client Data Bases

Text:

Lesson, Marjorie M. Computer Information: Fundamental Concepts, Science Research Associates, Inc., Chicago.

NUR 2054C: NURSING TRANSITION

Course Description:

This course focuses on concepts basic to associate degree nursing education. The student will be introduced to the nursing process and the role of the associate degree nurse, including therapeutic interventions related to the client's developmental and psychosocial responses to stress. Utilizing previous knowledge and skills and selected aspects of the nursing process, theoretical concepts gained will be applied in simulated and actual clinical experiences. Selected clinical competencies will be practiced and evaluated in the campus nursing laboratory.

Placement:

First mini-mester

Time Allotment:

Per 7 weeks

1. 6 hours lecture/discussion weekly
2. 6 hours clinical experiences weekly

Course Objectives:

Upon completion of this course, the student will:

1. Identify the role of the associate degree nurse within the health care system.
2. Recognize and describe the five steps of the Nursing Process: assessment, analysis, planning, intervention, and evaluation and revision.
3. Perform a client assessment and analysis utilizing basic physical assessment skills, nursing history, and nursing diagnosis.
4. Integrate the principles of the teaching-learning process and the role of the nurse as a client educator into a plan of nursing care.
5. Demonstrate effective use of selected communication skills as a therapeutic intervention in the helping process.
6. Identify effective nursing interventions for managing the normal (nonpathological) ranges of psychosocial distress.
7. Demonstrate competence in selected clinical skills.

Theoretical Units of Instruction:

1. The Health Care System and the Associate Degree Nurse's Role
2. The Nursing Process: Problem Solving
3. The Nursing Process: Teaching-Learning and Helping Communication
4. Psychosocial Distress Responses
    - Anger
    - Anxiety
    - Denial and other Defense Mechanisms
5. Distress Producing Situations
    - Crisis
    - Parenting
    - Altered Self-Concept
    - Sensory Deprivation and Overload
    - Fatal Illness and Grief

Clinical Units of Instruction:

1. Basic Physical Assessment
    a. General head to toe observation, including skin
    b. Identification of pulse points
    c. Basic neurological assessment
    d. Location of:
        1) bowel sounds
        2) lung sounds
        3) heart sounds
2. Developmental Assessment
    a. Toddler and Preschooler
    b. School Age and Adolescent
    c. Adult
3. Nursing History and Diagnosis
4. Nursing Care Planning and Evaluation
5. Dosage calculations (with an accuracy rate of 80%)
6. Cardio-Pulmonary Resuscitation Techniques (Basic Life Support level)
7. Selected Intermediate Technical Skills
    a. Aseptic Techniques
        1) wound care
        sterile dressing application
        2) isolation
        3) surgical skin preparation

b. Elimination Procedures
    1) enema
    2) male catheterization
       female catheterization

c. Medication Preparation and Administration
    1) intramuscular injections
       subcutaneous injections
    2) instillation of eye medicines

8. Facilitative Communication
   (Active Listening Skills)

Texts:

1. American Journal of Nursing, Division of Educational Services, Journal Reprints, P-12, P-34, P-40, P-42, P-48, P-49, P-55, and P-56
2. Carpenito, Lynda J. Handbook of Nursing Diagnosis, J.B. Lippincott Co., Philadelphia, Pennsylvania (optional)
3. Atkinson, Leslie D. and Murray, Mary Ellen. Understanding the Nursing Process, Macmillan Publishing Co., Inc., New York
4. Gerrard, Brian A., et al. Interpersonal Skills for Health Professionals, Reston Publishing Company, Reston, Virginia
5. Phipps, Wilma, et al. Medical Surgical Nursing Concepts and Clinical Practice, C.V. Mosby Company, St. Louis
6. Pickar, Gloria. Dosage Calculations, Delmar Publishers, Inc., Albany, NY
7. Shane, Donea L. Returning to School--A Guide for Nurses, Prentice-Hall, Inc., Englewood Cliffs, NJ
8. Smitherman, Colleen. Nursing Actions for Health Promotion, F.A. Davis Company, Philadelphia
9. Whaley, Lucille and Wong, Donna. Nursing Care of Infants and Children, C.V. Mosby Company, St. Louis, Missouri

Evaluation Methods:

1. Written theory examinations
2. Graded nursing process paper
3. Communication group exercises
4. Nursing process group simulation excercise
5. Lab practical examinations
6. Nursing assessment/diagnosis papers
7. Physical assessment exercises
8. Developmental assessment (Growth and Development) exercises
9. Dosage calculation examination (Satisfactory = 80% correct)
   1 make-up examination allowed
10. Active listening performance test

NUR 2220C: NURSING CARE OF ADULTS AND CHILDREN

Course Description:

The student will use the nursing process in his/her newly developing role to care for adult clients and their families with simple and complex responses to physical illness and stress. Correlated clinical experiences are provided in hospital and community agencies. Clinical competencies will further be practiced and evaluated in the campus nursing laboratory.

Placement:

First semester following NUR 2054C

Time Allotment:

Per 16 weeks

1. 6 hours lecture weekly
2. 10 hours clinical experience weekly
3. 2 hours nursing laboratory weekly

Prerequisite Course Objectives:

Prior to beginning this course, the student should be able to:

1. Complete the Medical-Surgical Nursing pre-assessment test of prerequisite nursing knowledge and skills, with a minimum score of 65%.

2. Utilize an analysis of the Medical-Surgical Nursing pre-assessment test to begin a self-study program.

3. Explain the normal physiologic function of each body system.

4. Identify the anatomical structures specific to each system and locate them on a simulated model.

5. Calculate medicine dosages at an accuracy of at least 85%.

6. Explain the rationale for asepsis in a variety of situations (surgery, isolation, dressing change).

7. Demonstrate safe technique in the performance of medication administration, enemas, catheterizations, sterile dressings, wound care, and isolation.

8. Apply the concepts of normal nutrition and special diets to nursing care.

9. Identify the growth and development of individual clients according to Erikson.

10. Discuss with ease Maslow's Hierarchy of Needs and recognize the clients's need level.

11. Demonstrate a basic knowledge of the Nursing Process with in-depth knowledge of Steps I and II, ASSESSMENT AND ANALYSIS.

12. Recognize interference of basic psychosocial needs of clients: anxiety, anger, grief, depression, disturbances in self concept and sexual identity.

Course Objectives:

Upon completion of this course, the student will:

1. Utilize the theories of Maslow, Peplau, and Erikson to identify and document the individuality and uniqueness of wo/man.
2. Utilize previous and newly learned knowledge to identify, verbalize, and document the psychosocial-pathophysiological dimensions of health and illness.
3. Apply the unit objectives to clients with commonly recurring medical-surgical problems, age one to death.
4. Assess the client with increasing depth, according to needs.
5. Develop an in-depth nursing care plan for the client with a disruption in need satisfaction due to stress and illness.
6. Begin to evaluate the plan of care and the client's response to it.
7. Incorporate the client and family's developmental and psychosocial needs into the nursing care plan.
8. Give nursing care adhering to the principles of safety, asepsis, nutrition therapy, and pharmacotherapeutics.
9. Organize and maintain "primary" care of three clients.
10. Demonstrate skill and safety in the administration of simple to complex nursing care of selected clients.
11. Utilize basic concepts of therapeutic communication to promote productive interpersonal relationships.
12. Project an attitude of responsibility for the psycho-physiologic well being of the ill client.
13. Demonstrate growth in decision making and priority setting for the selected group of clients.
14. Teach the client to participate in self care.

15. Demonstrate a beginning awareness of the role of the graduate nurse through expanded clinical practice, client oriented decision making, and positive team membership.

16. Demonstrate satisfactory performance of selected advanced clinical competencies.

Theoretical Units of Instruction:

1. The Client's Adaptive Responses
2. Nursing Care of the Client with Disturbances in Gas Transport
3. Nursing Care of the Client with Interferences in Metabolism and Elimination
4. Nursing Care of the Client with Interferences in Skin Integrity
5. Nursing Care of the Client with Sensorimotor Problems

Clinical Units of Instruction:

1. Campus Nursing Laboratory: Advanced clincial competencies for adults and children
2. Secondary Care Setting: Hospital Based Clinical
   a. Acute care of adults
   b. Acute care of children
   c. Special care of adults and children
      1) ICU/CCU/PICU
      2) PCU
      3) RR
      4) OR/Dialysis (Optional)
      5) Emergency Department
3. Secondary Care Setting: Extended Care Clinical
   a. Geriatric day treatment
   b. Crippled children's extended care
   c. Center for Exceptional Children
4. Primary Care Setting: Observational Community Based Clinical
   a. Community Health Center - Adult and Child Services
   b. Health Center - Well Child Clinic
   c. Initiation of Family Follow Through Project (Pregnant Family)

Texts:

1. American Journal of Nursing, Division of Educational Services, Journal Reprints, P-01, P-12, P-17, P-29, P-34, P-37, P-42, P-48, P-49, P-55, and P-56.
2. Fischbach, Frances T., A Manual of Laboratory Diagnostic Tests, J.B. Lippincott Company, Philadelphia.
3. Loebel, Suzanne, et al. The Nurse's Drug Handbook, Wiley Medical Publication, New York.
4. Phipps, Wilma, et al. Medical Surgical Nursing Concepts and Clinical Practice, C.V. Mosby Company, St. Louis.
5. Pickar, Gloria. Dosage Calculations, Delmar Publishing, Inc., Albany, New York.
6. Olds, Sally et al. Maternal-Newborn Nursing, A Family Centered Approach, Addison Wesley Publishing Company, Menlo Park, CA.
7. Thomas, Clay L. ed., Taber's Cyclopedic Medical Dictionary, F.A. Davis Co., Philadelphia.
8. Whaley, Lucille and Wong, Donna, Nursing Care of Infants and Children, S.V. Mosby Company, St. Louis.
9. Weldy, Norma Jean. Body Fluids and Electrolytes, A Programmed Presentation, C.V. Mosby Company, St. Louis.

Evaluation Methods:

1. Written Theory Examinations
2. Nursing Process Paper (minimum passing = 85%)
3. Summative Evaluation of Clinical Performance
4. Lab Practical Examinations
5. Dosage Calculation Examination (minimum passing = 85%)
6. Independent Study: The Surgical Client
7. Weekly Clinical Preparation Forms
8. Geriatric Teaching Plan
9. Observational Experiences Reports

NUR 2195C: NURSING CARE OF PARENTS AND CHILDREN

Course Description:

This course builds on the first year Practical Nursing courses. The focus is on nursing care of clients having more complex conditions related to childbearing, infancy, and gynecology. It is designed to assist the student in the continued use of the nursing process with emphasis on evaluation/revision. The application of bio-physical and psychosocial principles in client care increases in depth. Correlated clinical experiences are provided on the OB unit under the guidance of the instructors. An ongoing clinical experience is provided by the Family Nursing Project and Process Paper. Clinical competencies will further be practiced and evaluated in the campus nursing laboratory.

Placement:

Second Semester

Time Allotment:

1. Three hours lecture/discussion weekly for 16 weeks.
2. Twelve hours clinical experience weekly for eight weeks.
3. Two hours nursing laboratory weekly for eight weeks.

Prerequisite Course Objectives:

Prior to beginning this course, the student should be able to:

Obstetrics

1. Complete the Family Nursing Assessment Test of prerequisite nursing knowledge and skills with a minimum score of 65%.

2. Utilize an analysis of the Family Nursing Assessment Test to begin a self-study program.

3. Demonstrate a basic understanding of the anatomy of the female reproductive system and bony pelvis.

4. Explain the process of menstruation, ovulation, fertilization and implantation by naming the hormones responsible for these processes and describing their functions.

5. Characterize the significant changes in the growth and development of the fetus in utero at 20 weeks, 28 weeks, and 32 weeks of gestation.

6. Describe the physiologic changes resulting from pregnancy by identifying at least one change in each body system.

7. Design a plan to cover a woman's basic nutritional needs during pregnancy.

8. Differentiate among the presumptive, probable, and positive signs and symptoms of pregnancy and be able to explain when they occur, and a possible other cause of each.

9. Describe the prenatal care for a family during a normal pregnancy.

10. Explain the causes of the following common discomforts of pregnancy and suggest ways to alleviate them:
    a. frequent urination
    b. nausea
    c. heartburn
    d. flatulence
    e. constipation
    f. backache
    g. dyspnea
    h. varicose veins
    i. hemorrhoids
    j. leg cramps
    k. edema
    l. vaginal discharge

11. Describe at least five helpful actions the support person may use when offering verbal and "hands on" support to a couple who have prepared for labor.

12. Distinguish among the four stages of normal labor and briefly describe what occurs in each stage.

13. Describe the uterine contraction in terms of (1) increment (2) acme (3) decrement (4) duration and (5) time intervals between contractions.

14. Demonstrate Leopold's maneuvers for determining fetal position.

15. Identify (1) the normal fetal heart rate (FHR) range during labor, and (2) nursing responsibilities for regular and periodic checking.

16. Compare the changes that occur in the postpartal mother in each of the following: (1) uterus, (2) lochia, (3) urinary system, (4) perineum, and (5) breasts.

17. Plan how you would help a new mother cope with the following postpartal discomfort: (1) afterpains, (2) hemorrhoids, (3) episiotomy pain, and (4) constipation.

18. Identify the different methods of birth control.

19. Identify and describe the characteristic vital signs of the normal neonate.

20. Identify and describe the average measurements of the normal newborn.

21. Given the following list of common variations in the neonate, (1) define these variations, (2) explain reason for their occurrence and (3) state how long they last: caput succedaneum, cephalohematoma, erythema toxicum, "stork bites", milia, and subconjunctival hemorrhage.

Gynecology

1. Demonstrate understanding of the male and female reproductive structures (including the breast).
2. Interpret terminology related to the reproductive system.
3. Describe common physical needs of clients with disorders affecting the reproductive system and describe methods of meeting these needs.
4. Describe common disorders of the female reproductive system.

Course Objectives:

Upon completion of this course, the student will:

1. Integrate previously learned knowledge of the reproductive system and the normal maternity cycle in the care of high risk obstetrical clients and infants and the client with reproductive disorders.
2. Analyze commonly occurring interferences in basic physical and sexual needs related to the reproductive system, the three phases of the maternity cycle, and the first year of life.
3. Analyze selected interferences in developmental needs and parenting behaviors within the family.
4. Utilize steps 1-5 of the nursing process in caring for high risk families during each phase of the maternity cycle and infancy with emphasis on evaluation and revision.
5. Utilize steps 1-5 of the nursing process in caring for clients with disorders of the reporductive system with emphasis on evaluation and revision.
6. Demonstrate satisfactory performance of selected clinical competencies.

Theoretical Units of Instruction:

1. Overview of Selected Concepts in Maternity Care
2. Interferences in Basic Physical Needs During Antepartum
   Normal Antepartum
   Fetal Development
   Genetics
   Complicated Antepartum
3. Interferences in Basic Physical Needs During Intrapartum
   Intrapartum
   Normal Intrapartum
   Complicated Intrapartum

4. Interferences in Basic Physical Needs and Parenting Behaviors During Postpartum
   Normal Puerperium
   Complicated Puerperium

5. Interferences in Basic Needs During Infancy and Developmental Needs
   Normal Neonate
   Age/weight Problems
   Congenital Anomalies
   Trauma and Anoxia
   Problems of Maternal Origin

6. Interferences in Sexual and Reproductive Needs
   Fertility and Infertility
   Problems with Reproductive System (Male and Female)

Clinical Units of Instruction:

1. Gestational Age Assessment of the Neonate
   Physical Assessment of the Neonate
   Growth and Development - Infancy

2. Fetal Monitoring

3. NST and CST
   OCT Supplement

4. Phototherapy

5. Dextrostix

6. Gastric Tube Insertion and Gavage

7. Naso/Oropharyngeal Suctioning

8. Administration of Rhogam and Rubella

9. Prepared Childbirth Techniques

10. Emergency Childbirth

11. Self-Breast Examination

12. I.V. Narcotics

Texts:

1. Reeder, Sharon, et.al. Maternity Nursing. J.B. Lippincott Co., Philadelphia.

2. MacMahon, Alice. All About Childbirth. Family Publications, Maitland, FL.

3. Scanlon, John W., et.al. Neonatal Assessment: A System of Newborn Physical Exams. University Park Press. (optional)

4. Whaley, Lucille and Wong, Donna. Nursing Care of Infants and Children. C.V. Mosby Co., St. Louis.

Evaluation Methods:

1. Graded Health Teaching Assignment
2. Progressive Family Follow Through Project.
3. Summative clinical performance evaluation.
4. Weekly clinical preparation forms.
5. Nursing Process Paper
6. Community agency visitation reports.

NUR 2311C: NURSING CARE FOR MENTAL HEALTH

Course Description:

This course will build on the mental health concepts and interpersonal skills learned in previous courses. The student will learn to use the nursing process to care for clients of different ages and their families having simple and complex responses to mental illness and psychosocial stress. These clients are experiencing interferences in the needs of communication, security, relationship, self esteem, stress management, and cognition. Their maladaptive responses include withdrawn, suspicious, somatic, depressed, elated, self destructive, anxious, impulsive, dependent, and confused behaviors. Clinical experiences are arranged in the inpatient psychiatric and general hospital settings and selected community mental health agencies. Clinical competencies will further be practiced and evaluated in the campus nursing laboratory.

Course Overview:

This course is based on a broad interpretation of man's behavior. Concepts presented have been selected from different theories which are relevant to the specific problems studied. These concepts are presented according to observable behaviors rather than by disease or diagnostic categories. Therefore, nursing interventions are applicable to the total person of any age in any area of health care.

Nursing Care for Mental Health is designed to further develop skills in assessing psychosocial needs of clients and communicating and working with them in a therapeutic manner to resolve their problems. Particular emphasis is placed on the use of the nursing process with clients with specific emotional problems: assessment and analysis of psychosocial needs, planning and implementing nursing interventions, and evaluating the results. Students are prepared for employment in beginning R.N. positions in all areas of health care, including psychiatry and mental health.

Placement:

Second Semester

Time Allotment:

1. 3 hours lecture weekly for 16 weeks
2. 10 hours clinical weekly for eight weeks
3. 12 hours nursing laboratory for 8 weeks

Course Objectives:

Upon completion of this course, the student will:

1. Utilize problem-solving communication skills, as well as active listening skills.
2. Initiate, maintain, and terminate therapeutic one-to-one relationships.
3. Begin to assess mental health status and psychosocial functioning.
4. Recognize patterns of specific maladaptive behaviors; i.e., elation, depression, etc.
5. Begin to interpret the psychodynamics of behavior according to the theories of personality development presented.
6. Diagnose specific psychosocial nursing problems resulting from the interferences of communication, security, relationship, self esteem, cognitive, and stress management needs.
7. State appropriate therapeutic nursing actions for given nursing diagnoses.
8. Evaluate client goals and the effectiveness of the therapeutic approach.
9. Provide for alternative actions when more therapeutic strategies are warranted.
10. Assess the interpersonal, social, and physical components of a therapeutic milieu.
11. Relate and differentiate common interpersonal and somatic therapies appropriate for clients with specific emotional disorders and psychosocial problems: i.e., electro - convulsive therapy for depression, long term treatment for chronic regressed behavior, crisis intervention for situational anxiety/depression, etc.
12. Support the concept of community mental health and justify the need for long term treatment.

Theoretical Units of Instruction:

1. Foundations of Psychiatric/Mental Health Nursing
2. Nursing Care of Clients with Interference in Communication and Interpersonal Security
3. Nursing Care of Clients with Interference in Self Esteem
4. Nursing Care of Clients with Interference in Stress Management
5. Nursing Care of Clients with Biological Interference in Cognition
6. Nursing Care of Clients with Interference in Interpersonal Relationships

Clinical Units of Instruction:

1. Campus Nursing Laboratory
    a. Structuring the nurse-client relationship
    b. Community mental health
    c. Milieu and alternative therapy
    d. Biological therapy
    e. Family therapy
    f. Group therapy
    g. Psychosocial care in the general hospital setting

2. Secondary Care Setting: Hospital Based Clinical

    a. Psychiatric acute care of adult and adolescent clients
    b. General acute care of adult and child clients with interferences in psychosocial needs

3. Secondary Care Setting: Observational Extended Care Clinical

    a. Psychiatric state hospital

4. Primary Care Setting; Observational Community Based Clinical

    a. Visitation of selected community mental health agencies
    b. 1-1 interviews with member of student's community: audio recorded IPR

5. Tertiary Care Setting: Observation

    a. County community mental health center after-care
    b. Adult mental health day treatment

Texts:

1. Burkhalter, Pamela K., Nursing Care of the Alcoholic and Drug Abuser. McGraw-Hill Book Company, Hightown, NJ.
2. Wilson, Holly S. and Kneisl, Carol Ren. Psychiatric Nursing. Second Edition, Addison-Wesley, Menlo Park, CA.

Evaluation Methods:

1. Nursing Process Paper (minimum score of 85%)
2. Weekly Clinical Preparation Forms
3. Summative Clinical Performance Evaluation
4. Community Mental Health Agency Report
5. Mental Health Crisis Center Report

NUU 2220: NURSING LEADERSHIP

Course Description:

This course will focus on the associate degree nurse's roles of protecting client's rights, leadership, and management of groups of clients and personnel, promoting effective change, understanding current nursing issues and trends, as well as professional growth and career planning. Application will be made in the Nursing Clinical Practicum.

Placement:

Second Semester

Time Allotment:

Two lecture/discussion class hours weekly for 16 weeks.

Course Objectives:

Upon completion of this course, the student will:

1. Identify the components of group dynamics and leadership utilized in associate degree nursing practice.
2. Identify behaviors consistent with effective leadership; e.g., team building, time management, assertiveness, conflict management, problem solving, delegation of responsibility, etc.
3. Set nursing care priorities based on the concepts of moral and ethical decision making.
4. Identify the role of the associate degree nurse in promoting and adapting to change relative to clients, staff, and peers.
5. Compare and contrast the four methods of nursing care delivery and management.
6. Describe the role of the associate degree nurse as client advocate.
7. Document nursing care based on learned legal aspects of nursing.
8. State the responsibilities of the associate degree nurse as a member entering the profession of nursing; e.g., continuing education and growth, seeking and maintaining employment, supporting professional associations, influencing the future of nursing and health, etc.

9. State the avenues available for career mobility in nursing.
10. Explore current trends and issues relative to health care and the role of the associate degree nurse.

Units of Instruction:

1. The Associate Degree Nurse's Role as the Manager of a Group of Clients and the Leader of a Group of Nursing Personnel
2. Methods of Nursing Care Management
3. The Associate Degree Nurse's Role as Client Advocate
4. The Associate Degree Nurse's Role as a Member within the Profession of Nursing
5. Trends in Health Care Delivery

Texts:

1. Tappen, Ruth M. Nursing Leadership: Concepts and Practice. F.A. Davis Company, Philadelphia.
2. Chenevert, Melodie. STAT: Special Techniques in Assertiveness Training. C.V. Mosby Company, St. Louis. (optional)

Evaluation Methods:

1. Midterm Exam
2. Graded Leadership and Group Process Paper
3. Graded Resumé Assignment
4. Graded Bibliography Cards

NUR 2943C: NURSING CLINICAL PRACTICUM

Course Description:

NUR 2943C is an opportunity for the student to apply previously learned theoretical knowledge and practical skill while making the transition from student to graduate nurse. The student will focus on the team nursing and primary care methods of delivering and managing nursing care. Extensive practice in organizing and leading the care for a group of clients will be provided under the direction of an instructor.

Placement:

Third mini-mester

Time Allotment:

Per 7 weeks

1. Seminar/discussion class 1½ hours weekly
2. 24 hours clinical weekly (three 8 hour shifts) assuming role of nurse team leader or primary care nurse

Course Objectives:

Upon completion of this course, the student will:

1. Assume responsibilities for the role of a team leader in the care of 10-12 clients. OR
2. Assume responsibilities for the role of primary nurse in the care of 3-6 clients.
3. Integrate theoretical knowledge gained in the program of study.
4. Demonstrate mastery of technical clinical skills/competencies of the associate degree nurse.
5. Demonstrate resocialization from licensed practical nurse to graduate nurse.
6. Make transition from student nurse to graduate nurse.

7. Implement the various roles of the associate degree nurse.
    a. Within the associate degree nurse's role as a care giver:
        1) Assess each individual client daily and more often as needed.
        2) Identify individual client needs.
        3) Establish priorities of client's needs and care.
        4) Give actual hands-on care to clients.
        5) Implement appropriate nursing actions according to client needs.
        6) Maintain current nursing care plans on team.
        7) Explain scientific rationale of treatment plan.
        8) Apply knowledge gained in previous courses and clinical experiences.
        9) Complete admission assessments and nursing histories.
        10) Include the family in the client's total care.
        11) Administer medications to a group of 3-12 clients.
    b. Within the associate degree nurse's role as a team leader/or primary care nurse:
        1) Coordinate the care of 10-12 clients as Team Leader and 3-6 clients as Primary Nurse.
        2) Coordinate and evaluate the level of nursing care as administered by team members.
        3) Establish priorities of team needs.
        4) Make team assignments for 10-12 clients; primary care, 6 clients.
        5) Change assignments as indicated following assessment of client needs.
        6) Delegate responsibilities to team members.
        7) Notify team members of changes in treatment plan.
        8) Be responsible according to hospital policy for the accuracy of information reported by team members.
        9) Be responsible for medications, supplies, and equipment according to unit routine.
        10) Establish and maintain professional relationships with the health care team.
        11) Adapt to the stressors of the leadership role (resist the temptation to run and/or hide).
        12) Give and receive shift report.
        13) Make walking rounds for client assessment at the beginning and end of the shift (minimum).
        14) Check medical orders according to unit routine.
        15) Plan and conduct at least 3 team client care conferences.
        16) Implement plan of care formulated in the client care conference.
        17) Identify and use appropriate lines of authority within the hospital.
        18) Collaborate with the physician in maintaining optimum client care.
    c. Within the associate degree nurse's role as a client advocate:
        1) Function as a client advocate between client, health team, hospital, family, and/or community.
        2) Protect the rights of the client.
        3) Reinforce and clarify to the client, the physician's explanation of treatment.

   4) Verify accuracy and completeness of nursing progress notes, activity sheets, graphic records, I and O sheets, IV flow records, etc. at the end of the shift.
   5) Open chart with physical assessment note on each client.
   6) Recognize changes in the client's status and take action and/or seek assistance/guidance as needed.

d. Within the associate degree nurse's role as a group member and facilitator: Utilize the concepts and dynamics of group process in daily and long range activities.

e. Within the associate degree nurse's role as a communicator/counselor/teacher:
   1) Utilize active listening skills with clients and team members.
   2) Utilize learned interpersonal skills to reduce anxiety perceived in self and others.
   3) Utilize community resources for client referral.
   4) Perform health teaching; e.g., preoperative, self care, diabetes, discharge planning, etc.

f. Within the associate degree nurse's responsibility for the process of change:
   1) State and idenitfy situations meriting change.
   2) Identify the change process most effective for the work setting in which involved.
   3) Suggest alternatives for situations meriting change.
   4) Accept and integrate rather than resist needed/appropriate change.

g. Within the associate degree nurse's responsibility for self:
   1) Make positive progression along the learning continuum.
   2) Adhere to the dress code of the College and the health care agency.

Units of Instruction:

See course objectives

Texts:

See textbook list for each course in the LPN to ADN Transition Program.

Evaluation Methods:

The course grade is determined by evaluating the attainment of the course objectives as reflected by weekly performance evaluations of selected criteria and student contracted evaluations of specific assignments as follows:

1. Graded Summative Clinical Evaluation
2. Graded Contracted Evaluations: Based on scheduled evaluation of each activity by college instructor with input from hospital preceptor.
   a. Team conference.
   b. Shift report.
   c. Response to simulated cardiac and/or respiratory "arrest".
   d. Response to a simulated fire in a patient care area.
   e. Discharge planning/discharge teaching.

3. Graded Family Nursing Process Paper (Summative report of 10 month pregnant family follow through experience.)

4. Satisfactory Performance of Clinical Competencies

H. Student Performance Standards
Clinical Competencies

The clinical competencies for the graduates of associate degree nursing have been identified and approved by the Committee of Deans and Directors of Schools of Professional Nursing, Florida Nurses Association, and the Florida Society for Hospital Nursing Service Administrators; published by the Florida Division of Vocational Education, April 1984; and included in the Florida Classification of Instructional Program H018.110100, July, 1985 for Nursing (Associate Degree) R.N.

1. The graduate will utilize the nursing process in giving care according to established standards:

   1.1 Take nursing history

   1.2 Assess client needs

   1.3 Develop nursing diagnoses

   1.4 Develop care plan

   1.5 Implement according to priority needs

   1.6 Evaluate and document according to standards of care

   1.7 Modify plan according to changes in client

2. The graduate will use principles from biopsychosocial and clinical sciences to plan and give nursing care, applying concepts of human growth and development and cultural diversity to provide individualized client care.

3. The graduate will utilize assessment skills to provide individualized care:

   3.1 Measure, monitor, interpret, report, and record:
      a. Vital signs
      b. Weight and body measurement
      c. Fluid blance

   3.2 Observe: monitor, interpret, report, and record
      a. Skin color, condition, and temperature
      b. Mental health status (e.g., neuro check, thought content, thought process, and affect)
      c. Secretions and excretions
      d. Intake and output
      e. Normal vs. gross abnormal results of diagnostic tests
      f. Normal vs. gross abnormal heart, lung, and bowel sounds

3.3 Assess the client's environment

3.4 Recognize common alterations in client's physiological status

3.5 Recognize common alterations in client's psychological status

4. The graduate will utilize communication skills to interact with persons in the clinical setting, clients, family, significant others, health team, agency representatives, and be knowledgeable of computer systems:

4.1 Establish and maintain rapport with members of the health care team

4.2 Utilize therapeutic communication skills (i.e., data collection, active listening, information giving, and problem solving)

4.3 Communicate the needs of the client with the physician and other members of the health care team

4.4 Collaborate with the multidisciplinary team in providing client care

4.5 Record pertinent data on client's clinical record according to agency policy and procedure

4.6 Report pertinent data to appropriate personnel in a timely fashion

4.7 Provide report to oncoming staff based on client problem identification

4.8 Participate in the referral process to health/social agencies

4.9 Teach clients and families appropriate self-care and health maintenance measures

4.10 Initiate the discharge planning process

5. The graduate will utilize approved safety procedures:

5.1 Promote and maintain a safe and therapeutic environment

5.2 Implement and maintain medical asepsis
   a. Infection control
   b. Skin prep

5.3 Implement and maintain surgical asepsis:
   a. Wound care
   b. Gowning
   c. Gloving

5.4 Use proper body mechanics (self and client)

5.5 Identify client

5.6 Recognize changes in client's condition and intervene with basic safety measures:
  a. Orientation
  b. Restraints
  c. Bedrails

5.7 Recognize and question safety of prescribed care

5.8 Care for clothing and valuables according to hospital policy

5.9 Function in appropriate role in fire/disaster procedure

6. The graduate will provide hygenic care and assist the client with activity and rest:

6.1 Administer and/or supervise complete hygienic care

6.2 Administer, teach, and supervise activities of daily living

6.3 Provide post-mortem care

6.4 Make beds:
  a. Occupied
  b. Unoccupied
  c. Surgical

6.5 Maintain correct body alignment

6.6 Teach, direct, and assist with mobility:
  a. Ambulation with and without assistive devices
  b. Passive and active range of motion
  c. Transfer

6.7 Maintain immobilization and support:
  a. Casts
  b. Traction
  c. Splints
  d. Special beds/frames
  e. Slings
  f. Bandages
  g. Binders
  h. Antiembolism stockings

6.8 Perform comfort measures:
  a. Back rub
  b. Relaxation technique
  c. Recreational and diversional activities

7. The graduate will utilize therapeutic principles of nutrition:

7.1 Assess general nutritional status

7.2 Utilize principles of diet therapy in administering client care

7.3 Direct and assist with oral feeding

*7.4 Perform enteral tube feeding

*7.5 Maintain nutritional infusion pumps

*7.6 Monitor and maintain clients receiving total parenteral alimentation according to hospital procedure

8. The graduate will utilize therapeutic principles of elimination:

8.1 Anticipate, identify, and intervene for elimination problems

8.2 Assist client with equipment for elimination:
  a. Fracture pan
  b. Bed pan
  c. Urinal
  d. Bedside commode

8.3 Insert, determine patency, irrigate, and remove tubes:
  a. Rectal
  b. Urinary
  c. Levine

*8.4 Perform continuous and intermittent bladder irrigations

8.5 Give enemas

8.6 Recognize indications of fecal impaction and know principles of removal

---

*In selected instances where clincial experience is not readily available, evaluation will be achieved in a simulated laboratory experience.

8.7 Assist in bowel and bladder retraining

*8.8 Perform ostomy care

9. The graduate will perform therapeutic respiratory procedures:

9.1 Initiate and maintain basic oxygen therapy

9.2 Maintain a patent airway:
- a. Position for optimum ventilation
- b. Perform nasopharyngeal suctioning
- c. Supervise coughing and deep breathing exercises
- *d. Perform tracheostomy care
- e. Perform basic life rescue techniques as defined by the American Heart Association
- *f. Introduce orophryngeal airway
- *g. Position for postural drainage, percussion, and vibration

*9.3 Manage clients with chest tubes

10. The graduate will administer medications and specific therapeutics:

10.1 Apply heat and cold treatments:
- a. Heat lamp
- b. Ice cap
- c. Ice collar
- d. Hot water bottle
- e. Sterile compresses
- f. Cradle
- g. Electric hot water pack

10.2 Prepare and administer medications as prescribed by the physician:
- Calculate for clients of all ages
- Prevent tissue damage and complications arising from the way in which the meds were prepared and administered
- Anticipate and monitor therapeutic effects
- Prevent complications from adverse effects and intervene when such occur

- a. Oral
- b. Topical
- c. Subcutaneous
- d. Intramuscular
- *e. Intradermal
- f. Inhalant
- g. Suppositories
- h. Nose, eye, and ear drops
- *i. Instillations

---

*In selected instances where clinical experience is not readily available, evaluation will be achieved in a simulated laboratory experience.

10.3 Initiate, maintain, and discontinue intravenous therapy and medications:
- *a. Perform venapuncture for I.V. infusion
- b. Select and hang proper fluid at rate specified
- c. Add secondary lines
- d. Flush heparin locks
- e. Maintain tubing patency
- f. Change tubing
- g. Change I.V. dressings
- h. Maintain infusion pump
- i. Mix compatible solutions and medications
- *j. Administer I.V. push meds
- *k. Check blood products for proper identity
- l. Recognize, report, and record transfusion and infusion reactions
- *m. Observe, maintain, and dress subclavian and other special main lines
- n. Discontinue and dress venapuncture site

10.4 Administer therapeutic baths:
- a. Sitz
- b. Medicated

10.5 Prepare the client for and assist with diagnostic and therapeutic procedures:
- a. Collect specimens
- b. Label specimens
- c. Deliver specimens

11. The graduate will participate as a member of the nursing team:

11.1 Demonstrate beginning skills in leading a nursing team of other health personnel in the total nursing care of a group of clients

11.2 Plan and give total nursing care in a primary care unit

12. The graduate will participate in client care conferences.

13. The graduate will demonstrate beginning skills in leading a team conference.

14. The graduate will make client rounds.

15. The graduate will transcribe client orders.

16. The graduate will find and use community resources specific to client needs.

---

*In selected instances where clinical experience is not readily available, evaluation will be achieved in a simulated laboratory experience.

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17. The graduate will demonstrate a commitment to self-growth:

    17.1 Accept responsibility for his/her own behavior

    17.2 Take responsibility for continued learning

    17.3 Recognize and initiate constructive action for own limitations

    17.4 Accept responsibility for own physiological and psychological wellness

18. The graduate will practice within the framework of the profession's legal and ethical responsibilities.

19. The graduate will suggest and adapt to constructive changes in the health care delivery system through appropriate channels such as:

    19.1 Nursing service

    19.2 Legislation

    19.3 Professional organizations

    19.4 Education

Employers in different areas of the State will have slightly different expectations of the new graduate. Therefore, it is very important that each associate degree nursing program effectively utilize the services of an active program advisory committee composed of representative employers to assure that the program objectives are appropriate. Only when the educators and employers work together can the associate degree nursing graduate be provided the competencies that are most needed for successful employment as a new registered nurse.

I. Student Organizations

Student organizations operate pursuant to federal and state laws which authorize them as viable components of vocational education programs. According to federal regulations, the vocational education program of instruction may include activities of student organizations which are an integral part of the vocational instruction offered and which are supervised by vocational education personnel. The Florida State Board of Education Rules authorize vocational student organizations as an integral part of the vocational education program.

The Health Occupations Students of America, is an appropriate vocational student organization and the Florida Student Nurses Association is the appropriate student professional organization.

The Florida Association of Health Occupations Students of America (HOSA) functions for all students enrolled in health occupations education programs. HOSA activities complement and enrich instruction in each program area. Emphasis is on student participation in cooperatively planning and conducting projects involving community service, career planning, social service, parlimentary procedure, public speaking, and program-related competency-based competitive events.

HOSA stresses the recognition and promotion of the worth and dignity of each member and the development of both leadership and "fellowship" skills. The importance of maintaining health and striving for students' increased knowledge and skill in health occupations education programs is inherent in the HOSA philosophy. Participation in HOSA helps to foster integrity, enthusiasm and devotion to a career in the health occupations.

The Florida Student Nurses Association (FSNA) is a state member association of the national Student Nurses Association, affiliated with the American Nurses Association, the professional association of registered nurses. As such, FSNA is specifically designed for nursing students, while HOSA functions for all health occupations students.

The purpose of FSNA is to:

a) Assume resonsibility for contributing to nursing education in order to provide for the highest quality health care;

b) Provide programs representative of fundamental and current professional interest and concerns; and

c) Aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life.

II. FACULTY STANDARDS

A. Certification

Since Florida State Board of Education Rule 6A-14.415, Certificates for Community College Personnel, was repealed July 16, 1979, certification of community college faculty is pursuant to the rules of each individual community college.

B. Board of Nursing Approval

Faculty of professional (including associate degree) nursing programs must meet qualification standards in accordance with the Florida Department of Professional Regulation, Board of Nursing Rule 210, November, 1984.

210-7.24 Faculty Qualifications

1. The director of any nursing program shall be a currently licensed (which may include practice under the terms of Rule 21 - 8.27, F.A.C.) registered nurse in Florida. Notification of the appointment must be submitted to the Board.

    a. The director of a professional nursing program shall have either, a bachelor's degree in nursing plus a master's or doctoral degree in a related field, or a master's or doctoral degree in nursing.

    b. NOT APPLICABLE

2. Each nurse faculty member shall be currently licensed to practice professional nursing in Florida (which shall include practice under the terms of Rule 210-8.27, F.A.C.)

3. Greater than 50% of the nursing faculty in a professional nursing program shall hold either, a bachelor's degree in nursing plus a master's of doctoral degree in a related field, or a master's or doctoral degree in nursing. Each nursing faculty member who does not meet this requirement shall have a bachelor's degree with a major in nursing and meet one of the following requirements:

a. Have the equivalent of at least two years of full time experience in clinical practice as a registered nurse.

b. Be actively engaged in studies leading to the next highest degree for which eligible. The degree must be in nursing or a related field.

c. Have the equivalent of at least two fulltime academic years of experience as a teacher of nursing.

d. Have current certification as an A.R.N.P. in Florida.

4. NOT APPLICABLE

5. Faculty members shall demonstrate evidence of professional growth through participation in continuing education, research and other related activities.

6. It shall be the responsibility of the program to furnish current faculty information to the Department upon request.

7. There shall be sufficient number of faculty to provide expertise/competence in the content of the program needed to produce competent graduates.

8. A faculty member shall have clincial expertise/competence in the area in which he is serving as a clinical instructor.

III. FACILITIES

A. Facility Design Criteria

Effective nursing education occurs in a facility with equipment similar to the actual conditions to be found by the graduates in a modern work situation. The overall approach to planning for the nursing education complex should be from the point-of-view that it will, insofar as possible, similate actual client care circumstances.

Additionally, the facility should, whenever possible, be located close to or within existing health occupations education program facilities to facilitate sharing of instructional equipment.

The Florida State Board of Education Rule 6A-2.32 specifies the size of space and occupant design criteria that community colleges must follow in planning and designing facilities for nursing programs. The facility should provide space and learning stations to enable the instruction to meet program objectives. Normal facility sizes recommended for 12 occupant design stations are listed below.

Space	Square Feet
Laboratory	158
Classroom	525
Storage	300
Student Lockers	180
Reception area	135
Reference	360
Conference	225
TOTAL	1883

B. Equipment for Simulated Client Care

Client Care Unit

Hospital bed, electrically adjustable, with siderails and mattress
Overbed table
Bedside stand
Waste containers
Call bell
Screening curtains
Wall light
I.V. pole
Pillow, linens, and laundry bags
Baby crib, mattress, and baby pillow
Baby isolette
Water pitcher
Bed pan and toilet paper
Urinal
Emesis basin
Wash basin
Soap dish
Kleenex
Mouth wash
Lemon and glycerin swabs
Suction equipment
Ambu bag
Gomco suction machine
Oxygen equipment and catheters
Unit dosage carts (medicine carts)
Isolation carts
Stretchers
Wheel chair
Walker, crutch, cane
Sphygmomanometers
Single and double headed stethescopes
Electronic thermometer with probes and covers
Glass thermometers
Traction equipment, overhead trapeze
I-med pumps
Kangaroo pump
Code cart (emergency cart)
Defibrillator
C.V.P. manometers
Diagnostic set (Welch Allyn)
Nurse's station
Telephone
Storage cabinets
Chairs
Chart rack

Simulation Models

- Manikins: female, male, child, newborn
- Resusci Anne and baby
- Injection hip simulators
- Injection adult and pediatric arm simulators
- Female and male catheterization simulator
- Breast palpation model
- Surgical bandaging simulator
- Blood pressure simulator
- Above and below knee stump simulator
- Enema administration simulator
- Ostomy care simulator
- Tracheostomy care simulator

Supplies

- Paper gowns for isolation
- Mask and gloves (sterile and unsterile)
- Graphic sheets
- Doctor's orders
- Nursing notes
- Client care sheets (Kardex and holder)
- Charts
- Irrigation sets
- Needles, all gauges and lengths
- Syringes 3, 5, 10cc, insulin, TB
- Alcohol sponges
- Enema irrigation kit
- Subclavian dressing kit and subclavian catheter
- Colostomy kit
- Colostomy belt
- Colostomy irrigation set
- Heparin locks
- Intra catheter (needles to start I.V.'s)
- Tourniquet
- Bandaids
- Adhesive: all sizes, including paper adhesive
- Gauze bandages: all sizes
- Elastic bandage
- Anti-embolism hose
- I.V. solution
- I.V. tubing
- Hemo-vac
- Levine tube nasogastric tubes
- Suction kit with connecting kit
- Tracheostomy dressing kit, tube, and care kits
- Chest tubes and bottles
- Catheterization kit
- Catheterization care kit
- Douche kit
- Urine specimen container
- Betadine solution
- Hydrogen peroxide
- Tie bag

Denture cups
Sputum, stool, and urine container
Lubricants
Disposable sitz bath
Irrigation solutions: Sterile saline and water
Container for disposal of syringes
Vials of sterile water
Ampules of sterile water
Posey restraints
Arm slings
Culture tubes
Measuring bottles and cups
Clinitest and acetone test
Scale
Moving carts to transport equipment

C. Audiovisual and Instructional Equipment

Student desks and/or tables and chairs
Chalk boards
Bulletin boards
Typewriter
Computer hardware, including printer
Study/AV/Computer carrels
Video recorder/playback unit
Video monitor
Video camera with tripod
Filmstrip projector/audio cassette
Filmstrip previewers/audio cassette
Audio cassette recorder
35 mm slide projector/audiocassette
Headphones
Multi use headphone jacks
Simulation models and manikins
Wall charts

IV. INSTRUCTIONAL RESOURCES

A. Clinical Agencies
Contractual Agreements

Contractual agreements between the program and all agencies used for student clinical experiences are required by the Florida State Department of Professional Regulation, Board of Nursing, as set forth in Rule 210.

210-8.27 Clinical Training

10. It shall be the responsibility of the nursing program to obtain and maintain current contractual agreements with each agency utilized for student clinical training to ensure that the nursing program can provide the appropriate clinical experiences necessary to fulfill the requirements of these rules.

11. When more than one nursing program is using an agency for student clinical experience, there shall be written documentation of cooperative planning among the programs and the agency.

The responsibilities of the educational institution and the affiliating clinical agency must be clearly stated, and formally agreed to in writing before any student experience is permitted. Review by legal representatives of both parties is recommended. Approval by the Community College Board of Trustees is further required.

See Appendix D for sample contractual agreement

B. Print Learning Resources

Textbooks:

Sample textbook recommendations are given in the course outlines. However, textbooks should be selected by the faculty which are consistent with the program philosophy, program conceptual framework, program objectives, and course objectives.

An excellent resource for current nursing books, as reviewed by nursing experts, is published each January in the *American Journal of Nursing*. Further, the major publishers of nursing textbooks are:

Addison-Wesley
Menlo Park, CA

Appleton-Century-Crofts
New York, NY

Aspen Systems Corporation
Rockville, MD

Robert J. Brady Company
Bowie, MD

William C. Brown Company Publishers
Dubuque, IN

F.A. Davis Company
Philadelphia, PA

Delmar Publishers, Inc.
Albany, NY

J.B. Lippincott Company
Philadelphia, PA

Little Brown and Company, Inc.
Boston, MA

MacMillian Publishing Company
New York, NY

McGraw-Hill Book Company
Hightown, NJ

C.V. Mosby Company
St. Louis, MO

Prentice-Hall, Inc.
Englewood Cliffs, NJ

Reston Publishing Company
Reston, VA

W.B. Saunders Company
Philadelphia, PA

Wadsworth, Inc. Health Sciences Division
Monterey, CA

Wiley Medical Publications
New York, NY

Periodical Literature:

Students should also have access to current and past periodical literature for study and research. Periodicals may include, but are not limited to:

ADVANCES in NURSING SCIENCE

AMERICAN JOURNAL of NURSING

AMERICAN JOURNAL of PUBLIC HEALTH and the NATIONS HEALTH

CHILD DEVELOPMENT

CRITICAL CARE QUARTERLY

CUMULATIVE INDEX to NURSING & ALLIED HEALTH LITERATURE

FACTS & COMPARISONS

FAMILY HEALTH

FAMILY PLANNING PERSPECTIVES

HOSPITAL FORMULARY

HOSPITAL PRACTICE

JOURNAL of GERONTOLOGICAL NURSING

JOURNAL of NURSING ADMINISTRATION

JOURNAL of NURSING CARE

JOURNAL of NURSING EDUCATION

JOURNAL of NUTRITION

JOURNAL of OBSTETRIC, GYNOCOLOGICAL and NEONATAL NURSING

JOURNAL of PSYCHIATRIC NURSING and MENTAL HEALTH SERVICES

JOURNAL of SEX RESEARCH

MATERNAL-CHILD NURSING

MEDICAL SELF-CARE

MODERN HEALTHCARE

NURSING

NURSING CARE

NURSING CLINICS of NORTH AMERICA

NURSING FORUM

NURSING OUTLOOK

NURSING RESEARCH

PEDIATRIC CLINICS of NORTH AMERICA

PERINATOLOGY-NEONATOLOGY

PERSPECTIVES in PSYCHIATRIC CARE

PERVENTION

RN

SUPERVISOR NURSE

WORLD HEALTH

C. Audiovisual Software Learning Resources

Audiovisual software selections should be consistent with the course objectives. Major nursing and health related audiovisual publishers are:

American Journal of Nursing Company
Educational Services Division
555 West 57th Street
New York, NY 10019
(212) 582-8820

Armstrong Industries, Inc.
P.O. Box 7
Northbook, IL 60062
(312) 272-5577

Career Aids, Inc.
20417 Nordhoff Street
Department N
Chatsworth, CA 91311
(818) 341-8200

Fanlight Productions
47 Halifax Street
Boston, MA 02130
(617) 524-0980

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570
(914) 769-7496

IBIS Media
P.O. Box 308
Pleasantville, NY 10570
(914) 747-7107

J.B. Lippincott Company
Department of Audiovisual Media
East Washington Square
Philadelphia, PA 19105
(800) 242-7737

Medical Electronic Educational Services, Inc.
1802 West Grant Road, Suite 119
Tucson, AZ 85705
(602) 624-4401

National Archives and Records Service
National Audiovisual Center
Reference Section/RA
Washington, DC 20409
(301) 763-1896

Prentice-Hall Media
ServCode EC ABC
150 White Plains Road
Tarrytown, NY 10591
(201) 592-2000

Spectrum Films, Inc.
P.O. Box 801
Carlsbad, CA 92008
(619) 434-6191

Trainex Corporation
P.O. Box 116
Garden Grove, CA 92642
(800) 854-2485

D. Professional Organizations and Support Services

The following agencies and organizations are available to assit with program development and review:

Committee of Deans and Directors of Nursing Programs in Florida
Florida Nurses Association
1235 East Concord Street
P.O. Box 6985
Orlando, FL 32853
(305) 896-3261

Council of Associate Degree Programs
National Leagure for Nursing
10 Columbus Circle
New York, NY 10019
(212) 582-1022

Florida Department of Professional Regulation
Board of Nursing
111 Coastline Drive, East, Suite 504
Jacksonville, FL 32202
(904) 359-6331

Southern Council on Collegiate Education for Nursing
1340 Spring Street, NW
Atlanta, GA 30309
(404) 875-9211

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APPENDIX A

ASSOCIATE DEGREE NURSING

HEALTH ASSESSMENT

FOR ADMISSION TO THE

DEPARTMENT OF NURSING

APPLICANT'S NAME______________________________ S.S.#____________________

ADDRESS____

CITY________________________ STATE__________ ZIP____________ D.O.B._____

Directions to applicant. Complete Part 1 and present it to your physician or nurse practitioner. Take the Dental Health Assessment to your dentist.

Directions to M.D., D.O., or A.R.N.P.: Please review the applicant's responses to Part 1 and complete Parts 2 through 4.

SEMINOLE COMMUNITY COLLEGE

SANFORD, FLORIDA 32771-6199

(305) 323-1450

Date ____________________

rt 1. HEALTH HISTORY: Applicant to complete.

Have you had any of the following conditions? Check (✓) yes or no. If yes, indicate the year of last occurrence. Also check (✓) those conditions which are current.

	YES	NO	Year	Current Condition
1. Stroke or Aneurysm				
2. Epilepsy or Seizure Disorder				
3. Hearing Disorder				
4. Visual Disorder				
5. Heart Disease or Trouble				
6. High blood pressure				
7. Phlebitis Varicosities				
8. Bleeding Disorder				
9. Anemia				
10. Lung Disease or Breathing Trouble				
11. Back Problems or Disc Disease				
12. Arthritis, Gout, or other Joint Disease				
13. Diabetes				
14. Thyroid Dysfunction				
15. Hernia				
16. Stomach or Intestine Disease or Trouble				
17. Liver Disease or Trouble				

	YES	NO	Year	Current Conditi
18. Kidney Disease, Stones, or Trouble				
19. Cancer				
20. Drug Sensitivity or Allergy				
21. Contact Allergy				
22. Skin Disease or Disorder				
23. Serious Injury or Accident				
24. Nervous Disorder (Depression, Anxiety, etc.)				
25. Smoke, _____ packs per day (fill in)				
26. Alcohol or Drug Dependency				
27. 20 Pounds Over Desirable Weight				
28. Weight Loss of 10 Pounds or More				
29. Women Only: Pregnancy				
30. Women Only: Breast Disease				
31. Women Only: Menstrual disorder				
32. Other				

Specify and describe all YES answers given above:

____

____

____

____

____

Specify and describe all surgical procedures give approximate dates.

____

____

____

____

Specify current medications and dosages.

____

____

____

____

Indicate the year of last immunization or te for:

DPT or DT Booster ______

Tetanus Only ______

Mumps ______

Polio ______

Rubella ______

Rubeola ______

T.B. Skin Test ______

Pap Smear ______

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art 2. PHYSICAL EXAMINATION

	Nor-mal	Abnor-mal	Number and fully describe all abnormalities in detail below. Note treatment recommended.
. General: HT: ______ WT: ______			
P: ______ R: ______			
RT. B/P: ______ LT. B/P: ______			
2. Skin			
3. Head, face, and scalp			
4. Eyes, incl. motility			
5. Pupils			
6. Fundi			
7. Ears			
8. Nose			
9. Mouth and throat			
0. Neck, mobility			
1. Thyroid			
2. Neck veins and carotids			
3. Nodes			
4. Chest and lungs			
5. Breasts			
6. Heart			
7. Abdomen - G.I.			
8. Abdomen - Urinary			
9. Anus and rectum			
0. Male genitalia: prostate and testes			
21. Female pelvis (ck. how done) pap __ vaginal __ rectal __			
22. Spine			
23. Extremites and joints			
24. Reflexes			
25. Pulses: rt d.p. p.t. lt			
26. Hearing screening			
27. Vision screening			
28. Mental Health Evaluation			

Part 3. DIAGNOSTIC STUDIES AND IMMUNIZATIONS

Attach a copy of the results of the following required diagnostic tests.

	Normal	Abnormal
1. CBC		
2. Rubella Titre		
3. UA		

4. TB Test
Positive _____ Negative_____
(If positive attach chest x-ray report.)

5. Tetanus
Within last ten years: YES _____ NO _____
YEAR _____

Note below all abnormalities and treatment recommended, or date to be re-evaluated.

Part 4. MEDICAL RELEASE

I have reviewed the health history and diagnostic studies, and completed a physical examinatic

for ________________________ on ________________, 19_____.
applicant date

Based on this data, I do_____ do not_____ recommend nursing school admission.

____
Signature M.D., D.O., or A.R.N.P.

____
Address

( ) ___________________________________
a.c. Office Phone

SEMINOLE COMMUNITY COLLEGE
SANFORD, FLORIDA 32771-6199 (305) 323-1450

DEPARTMENT OF NURSING
DENTAL HEALTH ASSESSMENT

This is to certify that the applicant, ______________________________

came to me on ____________________, 19 ___, for an examination of his/her

teeth and gums. I found the following condition(s): ____________________

____

____

I have since given the necessary treatment: ____________________

____

____

I will give the necessary treatment: ______________________

____

____

Please do not delay this report if treatment is necessary.

____
Signature (Professional Certification)

____
Address

( ) ____________________________
a.c. Office Phone

AN EQUAL ACCESS/EQUAL OPPORTUNITY COMMUNITY COLLEGE

APPENDIX B

ASSOCIATE DEGREE NURSING

ADMISSION REQUIREMENTS

SEMINOLE
COMMUNITY COLLEGE

SEMINOLE COMMUNITY COLLEGE

Sanford, Florida 32771

An Equal Access / Equal Opportunity Community College

ASSOCIATE IN SCIENCE DEGREE IN NURSING
Limited Access Quota Program

The Associate Degree Nursing (ADN) program is a one-year career mobility program for qualified Florida Licensed Practical Nurses and eligible articulation students who are completing the SCC Practical Nursing program. Graduates will receive the Associate in Science Degree in Nursing and become eligible to write the licensure examination to practice as registered nurses. They are prepared to use the nursing process to give direct care to clients of all ages and their families with commonly recurring health problems.

Admission Requirements

Students are admitted to the ADN program once each year in July (Term 3B). Students applying for admission to the ADN program must comply with requirements for admission to the College and with the special requirements of the nursing program. Admission to the College does not automatically qualify a student for admission to the nursing program.

Admissions and transfers are handled by the Admissions Office in the Administration Building. The student should request that the following information be sent to the Records Office of the College by APRIL 15 of the academic year the student desires to enter the program:

1. SCC college credit application with ACT placement scores
2. Proof of high school graduation
3. Nursing admission request form (NARF)
4. PN school transcript
5. Transcript(s) from other colleges attended
6. Photostatic copy of current Florida LPN license
7. Two (2) recommendations for clinical performance using nursing department forms mailed to the ADN Director
8. College credit for the following required prerequisite general education coursework with a grade of C or better in each course.

			credits
*APB	2203C	Anatomy and Physiology I	4
*APB	2204C	Anatomy and Physiology II	4
*MCB	2013C	Microbiology	4
DEP	2003	Developmental Psychology	3
ENC	1101	English I	3
HUN	1201	The Principles of Nutrition	3

*Credit for these courses must have been earned within seven (7) years of the date of admission to the program. SCC prerequisites are BSC 1010C: General Biology and CHM 1015/1015L: Modern Concepts of Chemistry with Lab (suggested but not required) or high school chemistry within the last five years. See the College Catalog.

Special Requirements for Articulation Students

Eligible students in the SCC PN program may articulate directly into ADN level coursework. These students must have the recommendation of their PN faculty. At least A&P I must be completed prior to beginning the PN curriculum.

After admission they must pass the first eligible Practical Nursing licensure examination to register for their next ADN level course.

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Fees (All Fees Are Subject to Change)

1. Tuition: $20.00 per credit hour for Florida residents.
   $41.00 per credit hour for non-Florida residents and international students.
2. Lab Fees: $160.00 ($25-50 per clinical course).
3. Textbooks: Approximately $350.00 (it is not necessary to purchase all books at once; however, the largest amount will be for Term I.)
4. Uniforms: $125.00 for two SCC student uniforms including lab coat and cap (does not include shoes).
5. Insurance: Each student is required to carry health/accident insurance. The College offers a limited coverage policy for $6.50 per year.

Answers to Some Common Questions

1. Q. Can I use credits for courses taken at another college?
   A. All previous courses with similar credits and content can be evaluated for transfer credit. See a counselor or the Registrar for an individual assessment. Remember that credit for A & P and Micro must have been earned within seven years of admission to nursing.

2. Q. Will the A & P I had in my PN school be acceptable for the required courses?
   A. Only academic credit earned at an accredited degree granting college or university can be transferred. Vocational credit is not acceptable.

3. Q. Can I earn credit without sitting through a formal course?
   A. Yes. CLEP exams are available for ENC 1101 and 1102, DEP 2003, PSY 2012, EUH 1001, and Social Science. Contact the Student Development Office. A local challenge examination is available for HUN 1201. Contact the course instructor. Also, some courses are offered by T.V.

4. Q. I am a 56-year-old male. Can I be a nurse?
   A. Yes. Anyone who meets the Admission Requirements is eligible for admission.

5. Q. Can I continue to work while in this program?
   A. Most students are able to continue working full or part time while completing prerequisite coursework, depending on the course load they elect each term. However, work beyond 24 hours per week while completing the nursing sequence is strongly discouraged. The nursing sequence alone is estimated to be a minimum 40-hour per week commitment, including classes and studying. Students should NOT work the night preceding a clinical experience.

6. Q. How can I let the College know I'm interested in the ADN program?
   A. Complete the attached Interest Card and return it to the College. This will also put you on the mailing list for more up-to-date information.

7. Q. What if I have more questions?
   A. Information sessions are scheduled on campus four times each semester. Call the Admissions Office for dates, time, and place. Each interested student should attend one of these sessions. Contact a counselor for an appointment to discuss your individual needs and concerns.

8. Q. How do I make application to the ADN program?
   A. Pick up the Admission Procedure Packet for the Associate Degree Nursing program from the Admissions Office (Administration Building) or the Nursing Office (V-20). All the forms you will need are included in this packet. Follow the instructions outlined and submit your Nursing Admission Request Form (NARF) as early as possible. Only complete applications with evidence of all admission requirements will be considered.

Selection Criteria

In addition to the above nursing prerequisites, applicants are given priority according to the following criteria and the date of completion of the application process.

1. Successful completion of all nursing general education courses, minimum of six (6) months LPN work experience, and minimum ACT composite score of 17.
2. Successful completion of the greatest number of nursing general education courses and minimum of six (6) months LPN work experience or minimum ACT score of 17.
3. Successful completion of the greatest number of nursing general education courses.

NOTE: Articulation students may use nursing assistant work experience.

Acceptance

Applicants will be notified in writing by May 15 regarding their acceptance or denial for admission.

Admission to the nursing program will be provisional pending submission of complete SCC Medical and Dental Health forms with satisfactory diagnostic reports. These health forms may be submitted anytime after March 15 but BEFORE June 15 and must be current.

Applicants who are not accepted into the nursing program and wish to be reconsidered for a future class, must reapply by submitting a new Nursing Admission Request Form, including medical and dental forms and clinical recommendations.

Curriculum

A grade of C or better is required in each course leading to the Associate in Science Degree in Nursing.

General Education

			credits
*APB	2203C	Anatomy and Physiology I	4
**APB	2204C	Anatomy and Physiology II	4
*MCB	2013C	Microbiology	4
*DEP	2003	Developmental Psychology	3
*ENC	1101	English I	3
+ENC	1102	English II	3
*HUN	1201	The Principles of Nutrition	3
+PSY	2012	General Psychology	3
+SOC		Social Science Elective	3
+PEL		Physical Education Elective	1
PEL		P.E. Credit Allowed for PN Education	3

Nursing Education

NUR	2054C	Nursing Transition	4
NUR	2220C	Nursing Care of Adults and Children	10
NUR	2195C	Nursing Care of Parents and Children	5
NUR	2311C	Nursing Care for Mental Health	5
NUU	2220	Nursing Leadership	2
NUR	2943C	Nursing Clinical Practicum	4
		Total	64

*Prerequisite general education for admission to the ADN program.

**Prerequisite or corequisite to the first ADN course: NUR 2054C.

+Students are encouraged to complete as many of these courses as possible prior to beginning NUR/NUU courses. EUH 1001 is recommended as the Social Science elective for those desiring to earn the AA degree.

SEMINOLE COMMUNITY COLLEGE
Sanford, FL 32771

PLACE
STAMP
HERE

Anna Wilcox, Counselor
Student Development Office
Seminole Community College
Sanford, FL 32771

Name ______________________________

Address ______________________________

City, State ______________________________

Zip __________ Phone ______________

Check (✓) the program you are interested in:

Check one

PN Credit (LPN) __________

PN Non-Credit (LPN) __________

ADN (RN) __________

PN-ADN Articulation __________

Currently enrolled at Seminole Community College: Yes ☐ No ☐

Subjects taken at SCC which apply to Nursing (pre- or co-requisites):

____

Subjects taken at some previous college which apply:

____

I heard about this program from: ______________________________

I expect to have completed the prerequisites and would like to enter the Nursing Program Term ______________________________

CAREER MOBILITY PROGRAM FOR LICENSED PRACTICAL NURSES

The Associate Degree Nursing (ADN) program is a one year career mobility program for qualified Florida Licensed Practical Nurses and eligible Articulation Students who are completing the Practical Nursing program. Graduates will receive the Associate in Science Degree in Nursing and become eligible to write the licensure examination to practice as Registered Nurses. They are prepared to use the nursing process to give direct care to clients of all ages and their families with commonly recurring health problems resulting from interferences in their physical and psychosocial needs.

Admission Requirements

Students are admitted to the ADN program once each year in July. Interested persons must be admitted to the College and should apply to the nursing program by April 15, having submitted:

1. SCC college credit application with ACT placement scores
2. Proof of high school graduation
3. Nursing admission request form (NARF)
4. PN school transcript
5. Transcript(s) from other colleges attended
6. Photostatic copy of current Florida LPN license
7. Two recommendations for clinical performance using nursing department forms
8. Certification of physical, mental, and dental health using nursing department forms
9. College credit for required prerequisite general education coursework with at least a C in each course

Students articulating from the PN program must have the recommendation of the PN faculty. After admission they must pass the first eligible Practical Nursing licensure examination to register for their next ADN level course.

GENERAL EDUCATION REQUIREMENTS

		Credits
*APB 2203C	Anatomy & Physiology I	4
**APB 2204C	Anatomy & Physiology II	4
*MCB 2013	Microbiology	4
*DEP 2003	Developmental Psychology	3
*ENC 1101	English I	3
+ ENC 1102	English II	3
*HUN 1201	Principles of Nutrition	3
COC 1020	Computer Literacy	1
CAP 1401	Computer Applications in Nursing & Health	1
***PSY 2012	General Psychology	3
+ SOC	Social Science Elective	3
+ PEL	P.E. Elective	1
PEL	P.E. Credit Allowed for P.N. Education	3

*Pre-requisite general education for admission to the ADN Program; a grade for C or better is required.

**Pre-requisite or co-requisite to the first ADN course: NUR 2054C; a grade of C or better is required.

***Pre-requisite to NUR 2311C, Nursing Care for Mental Health, which is offered Term II of each year.

+ Students are encouraged to complete as many of these courses as possible prior to beginning NUR/NUU courses.

When planning your program, consider the following special information about the general education courses.

1. Students who have completed the greatest number of general education courses will be admitted first.
2. The A & P and Micro pre-requisite is BSC 1010C: General Biology. CHM 1015: Modern Concepts of Chemistry with lab is suggested but not required.
3. APB 2204C or MCB 2013C may be taken during Term IIIB concurrent with NUR 2054C. Please contact Anna Wilcox, ext. 354 for advisement, as scheduled hours may change each year.
4. Students intending to earn the A.A. degree should take EUH 1001: Western Civilization II as the social science elective.
5. Credit for health science courses (APB and MCB) must have been earned within seven years of the date of admission to the program.
6. Students may CLEP DEP 2003, PSY 2012, and Challenge HUN 1201.
7. A grade of C or better is required in each course for the A.S. degree in Nursing.

NURSING CURRICULUM OUTLINE

Term IIIB		Credits
NUR 2054C	Nursing Transition	4
Term I		
NUR 2220C	Nursing Care of Adults and Children	10
COC 1020	Computer Literacy	1
Term II		
CAP 1401	Computer Applications in Nursing & Health	1
NUR 2311C	Nursing Care for Mental Health	5
NUR 2195C	Nursing Care of Parents and Children	5
Term IIIA		
NUU 2220C	Nursing Leadership	2
NUR 2943C	Nursing Clinical Practicum	4
	Nursing Courses	30
	General Education	36
	TOTAL	66

Seminole Community College

Is An Equal Access/Equal Opportunity Community College

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UNITED STATES

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ASSOCIATE DEGREE NURSING PROGRAM
SEMINOLE COMMUNITY COLLEGE
SANFORD, FLORIDA 32771

Associate Degree Nursing Program
Seminole Community College
Sanford, Florida 32771-9990

Non-Profit Org.
U.S. POSTAGE
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Permit No. 13
Sanford, Florida

SEMINOLE COMMUNITY COLLEGE

ASSOCIATE DEGREE NURSING CAREER MOBILITY NURSING PROGRAM

SEMINOLE COMMUNITY COLLEGE

ASSOCIATE DEGREE NURSING

ADMISSION PROCEDURE PACKET

CONTENTS

Admission Procedure
Program Planning Form - Career Mobility for LPNs
Program Planning Form - PN to ADN Articulation Plan
Request for Educational Records - 2 copies
Clinical Recommendation for Nursing Applicant - 2 copies
Nursing Admission Request Form

January, 1983

SEMINOLE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING

ADMISSION PROCEDURE

The following guidelines and the attached forms will assist you as you seek admission to the Associate Degree Nursing Program. Please follow the instructions carefully, paying attention to deadlines as outlined.

1. INFORMATION SESSIONS: Attend one of the four Information Sessions offered on campus during each semester. The dates, times, and place of these sessions are available in the counseling office or by calling extension 484 or 364. During this session you will be oriented to the program and the admissions process.

2. PLANNING YOUR PROGRAM: Use the appropriate Program Planning form as a guide to to outline a schedule. Students who are already LPNs should use the form marked Career Mobility. Students desiring to enter the ADN program directly from the PN program should use the Articulation Plan form. Notice the information given regarding the required general education courses. Students who need to work or desire to stretch their program out for other reasons, are encouraged to complete the general education courses prior to beginning the nursing sequence. Completion of prerequisite and other required general education courses improves your opportunity for selection, but it does not guarantee selection. Credit received by CLEP and challenge examinations is acceptable. Transfer credit will be evaluated by the Registrar.

3. TRANSCRIPTS: Forms are provided for you to request copies of the transcripts from the schools and colleges you have attended. It is advisable to attach a stamped envelope addressed to the College. Only official transcripts can be evaluated for transfer credit. Be sure to complete the form in full.

4. CLINICAL RECOMMENDATIONS: Clinical Recommendation forms are provided. You may select employers or clinical instructors who have recently supervised your practice. Since a minimum of 6 months work experience is one of the selection criteria used for screening qualified applicants, you are encouraged to select at least one supervisor who has employed you for 6 months. It is advisable to attach a stamped envelope addressed to the ADN Program Director.

5. NARF: Follow the instructions, and complete the attached Nursing Admission Request Form. Be sure to submit the white copy to the Records Office and the yellow copy to Anna Wilcox in the counseling office. Your NARF and the Admissions Requirements listed (items 1-10) are to be submitted by APRIL 15 of the year you desire to begin the ADN level. Only complete applications will be considered.

6. Make an appointment with Anna Wilcox, Counselor, by calling extension 364 for further clarification and advisement as needed. The Nursing Program Director at extension 535 or 320 will also be available by appointment.

PROGRAM PLANNING FORM
CAREER MOBILITY FOR LPNs

General Education Requirements

*APB 2203C	A & P I	4	HUN 1201	Princ. Nutrition	3
*APB 2204C	A & P II	4	PSY 2012	Gen. Psy.	3
*MCB 2013	Micro.	4	SOC	Soc. Sci. Elect.	3
*DEP 2003	Dev. Psy.	3	PEL	P.E. Elect.	1
*ENC 1101	Eng. I	3	PEL	Transfer P.E. credit allowed for P.N. ed.	3
ENC 1102	Eng. II	3			

*Prerequisite

When planning your program, consider the following special information about the general education courses.

1. Students who have completed the greatest number of general education courses will be selected first.
2. A & P and Micro prerequisites are BSC 1010C: General Biology and CHM 1015/1015L: Modern Concepts of Chemistry with lab (suggested but not required)(or high school chemistry within the last 5 years).
3. APB 2204C or MCB 2013C may be taken during term IIIB concurrent with NUR 2054C.
4. HUN 1201 is prerequisite for NUR 2220C.
5. PSY 2012 is prerequisite for NUR 2311C.
6. Students intending to earn the A.A. degree should take EUH 1001: Western Civilization II as the social science elective.
7. Credit for health science courses (APB and MCB) must have been earned within seven years of the date of admission to the program.
8. Students may CLEP ENC 1101 and 1102, DEP 2003, PSY 2012, and Challenge HUN 1201.
9. A grade of C or better is required in each course for the A.S. degree in Nursing.

Term I credits	Term II credits	Term IIIA credits	Term IIIB credit
			NUR 2054C: NSG. TRANS. 4
Term I UR 2220C: NSG. ADULTS & CHILD. 10	Term II NUR 2195C: NSG. PARENTS & CHILD. 5 NUR 2311C: NSG. MENTAL HEALTH 5 NUU 2220: NSG. LEADERSHIP 2	Term IIIA NUR 2943C: NSG. CL. PRACTICUM 4	

ASSOCIATE DEGREE NURSING

PROGRAM PLANNING FORM
PN TO ADN ARTICULATION PLAN

General Education Requirements

**APB 2203C	A & P I	4
*APB 2204C	A & P II	4
*MCB 2013	Micro.	4
*DEP 2003	Dev. Psy.	3
*ENC 1101	Eng. I	3
ENC 1102	Eng. II	3

HUN 1201	Princ. Nutrition	3
PSY 2012	Gen. Psy.	3
SOC	Soc. Sci. Elect.	3
PEL	P.E. Elect.	1
PEL	Transfer P.E. credit allowed for P.E. ed.	3

*Prerequisite to ADN
**Prerequisite to PN

When planning your program, consider the following special information about the general education courses.

1. Students who have completed the greatest number of general education courses will be selected first.
2. Articulation students must have completed A & P I before beginning in the PN sequence
3. APB, DEP, and HUN are requirements in the PN curriculum. See the Catalog.
4. A & P and Micro prerequisites are BSC 1010C: General Biology and CHM 1015/1015L: Modern Concepts of Chemistry with lab (suggested but not required)(or high school chemistry within the last 5 years).
5. PSY 2012 is prerequisite for NUR 2311C.
6. Students intending to earn the A.A. degree should take EUH 1001: Western Civilization II as the social science elective.
7. Credit for health science courses (APB and MCB) must have been earned within seven years of the date of admission to the program.
8. Students may CLEP ENC 1101 and 1102, DEP 2003, PSY 2012, SOC, and Challenge HUN 1201.
9. A grade of C or better is required in each course for the A.S. degree in Nursing.

Term I credits	Term II credits	Term IIIA credits	Term IIIB credi
Term I UR 1012C: Fund. of Nsg. 8 UR 1200C: Intro. to Med-Surg. Nsg. & Phar. 4	Term II NUR 1201C: Med.Surg. Nsg. I 12	Term IIIA NUR 1130C: Intro. to Nsg. Spec. 6	NUR 1202C: Med.Surg Nsg.II NUR 2054C: NSG. TRANS.
Term I UR 2220C: NSG. ADULTS & CHILD. 10	Term II NUR 2195C: NSG. PARENTS & CHILD. 5 NUR 2311C: NSG. MENTAL HEALTH 5 NUU 2220: NSG. LEADERSHIP 2	Term IIIA NUR 2943C: NSG. CL. PRACTICUM 4	

OTE: The current curriculum of the Practical Nursing program is represented with lower case letters while the additional courses in the Associate Degree Nursing curriculum are represented in all capital letters.

SEMINOLE COMMUNITY COLLEGE
REQUEST FORM FOR EDUCATIONAL RECORDS

It is the applicant's responsibility to mail this form to the appropriate school, college, or university.

TO THE REGISTRAR/RECORDS CLERK:

Complete name of school, college, or university attended

Address

City State Zip Code

I am applying to the Associate Degree Nursing Program at Seminole Community College.

PLEASE SEND:

_____ High school record (must have date of graduation or date of withdrawal)
_____ College/University transcript
_____ Practical Nursing School record/transcript

Please mail to: Records Office
Seminole Community College
Sanford, Florida 32771

Date ______________ Signature ______________

If there is a charge for this service, please bill me at the address below:

Last Name First Middle	Social Security Number
Name of student at time of enrollment	Date of Birth
Number and Street Address	Last Term and Year Attended
City State Zip	Date of Graduation

SCC IS AN EQUAL OPPORTUNITY INSTITUTION

SEMINOLE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING

CLINICAL RECOMMENDATION FOR NURSING APPLICANT

TO: ______________________________ DATE: ____________________

____

____

____

I, ______________________________ (applicant), am applying to Seminole Community College for admission to the Associate Degree Nursing Program. Please release the following information to the College.

____
(signature of applicant)

INSTRUCTIONS: Please evaluate the applicant by placing check marks in the appropriate boxes, and by using the remarks section for your comments. Note that "Does Well" means that the employee/student meets the standard of what is expected of a L.P.N. Each item is followed by a definition, but is not limited to that definition.

Please return this form directly to the Associate Degree Nursing Program Director at the College. This evaluation will be filed in the Student's Permanent Record.

	Needs Attention	Does Well	Out-Standing
1. DEPENDABLE: regular in attendance, on time for work, follows through and finishes assignments, follows directions.	____	____	____
2. ADAPTABLE: willingness to accept change with regard to routine, flexible.	____	____	____
3. EFFICIENT: finishes assignments on time, gives attention to the quality and quantity of work performed.	____	____	____
4. SKILLFUL: uses equipment carefully and safely, adept at manual technical skills, competent in assigned role.	____	____	____
5. KNOWLEDGEABLE: applies problem solving method based on sound rationale.	____	____	____
6. INTEREST IN JOB: strong commitment to pursuit of excellence and furthering the profession.	____	____	____

7. HONESTY: preserves integrity of self and others, honorable, genuine. _____ _____ _____

8. JUDGEMENT: knows when to call for assistance and when to intervene. _____ _____ _____

9. SENSITIVE TO PATIENTS/CLIENTS: tactful, diplomatic, empathic, confidential. _____ _____ _____

10. SENSITIVE TO STAFF,PEERS, SUPERVISORS: same as above. _____ _____ _____

11. COOPERATIVE: works well with others. _____ _____ _____

12. LEADERSHIP: self-directing. _____ _____ _____

13. NEAT IN APPEARANCE: well groomed, clean, understands that personal appearance makes a statement about self. _____ _____ _____

14. SELF AWARE: recognizes own strengths and weaknesses, capitalizes on strengths and seeks to overcome limittions, learns from mistakes, uses evaluation to alter course of action. _____ _____ _____

15. STRESS MANAGEMENT: sets realistic self goals, utilizes appropriate coping mechanisms and support systems. _____ _____ _____

REMARKS: Please add your comments to any of the above ratings.

List the qualities (behaviors) you see in this individual which support his/her making a successful transition from LPN to RN.

In summary, do you recommend this applicant for further education to become a registered nurse? Yes_____ No _____ No Comment _____

In what role and when did you supervise this applicant?
LPN _____ Student _____ From ___________ to ___________.
Month/Year Month/Year

Signature

Title

Date

Please mail directly to: Program Director
Associate Degree Nursing
Seminole Community College
Sanford, FL 32771

SEMINOLE COMMUNITY COLLEGE
REQUEST FORM FOR EDUCATIONAL RECORDS

It is the applicant's responsibility to mail this form to the appropriate school, college, or university.

TO THE REGISTRAR/RECORDS CLERK:

Complete name of school, college, or university attended

Address

City State Zip Code

I am applying to the Associate Degree Nursing Program at Seminole Community College.

PLEASE SEND:

_____ High school record (must have date of graduation or date of withdrawal)
_____ College/University transcript
_____ Practical Nursing School record/transcript

Please mail to:
Records Office
Seminole Community College
Sanford, Florida 32771

Date ______________________ Signature ______________________

If there is a charge for this service, please bill me at the address below:

Last Name First Middle	Social Security Number
Name of student at time of enrollment	Date of Birth
Number and Street Address	Last Term and Year Attended
City State Zip	Date of Graduation

SCC IS AN EQUAL OPPORTUNITY INSTITUTION

SEMINOLE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING

CLINICAL RECOMMENDATION FOR NURSING APPLICANT

TO: ______________________________ DATE: ____________________

____

____

____

I, ______________________________, am applying to Seminole Community College
(applicant)
for admission to the Associate Degree Nursing Program. Please release the following information to the College.

____
(signature of applicant)

INSTRUCTIONS: Please evaluate the applicant by placing check marks in the appropriate boxes, and by using the remarks section for your comments. Note that "Does Well" means that the employee/student meets the standard of what is expected of a L.P.N. Each item is followed by a definition, but is not limited to that definition.

Please return this form directly to the Associate Degree Nursing Program Director at the College. This evaluation will be filed in the Student's Permanent Record.

	Needs Attention	Does Well	Out-Standing
1. DEPENDABLE: regular in attendance, on time for work, follows through and finishes assignments, follows directions.	____	____	____
2. ADAPTABLE: willingness to accept change with regard to routine, flexible.	____	____	____
3. EFFICIENT: finishes assignments on time, gives attention to the quality and quantity of work performed.	____	____	____
4. SKILLFUL: uses equipment carefully and safely, adept at manual technical skills, competent in assigned role.	____	____	____
5. KNOWLEDGEABLE: applies problem solving method based on sound rationale.	____	____	____
6. INTEREST IN JOB: strong commitment to pursuit of excellence and furthering the profession.	____	____	____

7. HONESTY: preserves integrity of self and others, honorable, genuine. _____ _____ _____

8. JUDGEMENT: knows when to call for assistance and when to intervene. _____ _____ _____

9. SENSITIVE TO PATIENTS/CLIENTS: tactful, diplomatic, empathic, confidential. _____ _____ _____

10. SENSITIVE TO STAFF, PEERS, SUPERVISORS: same as above. _____ _____ _____

11. COOPERATIVE: works well with others. _____ _____ _____

12. LEADERSHIP: self-directing. _____ _____ _____

13. NEAT IN APPEARANCE: well groomed, clean, understands that personal appearance makes a statement about self. _____ _____ _____

14. SELF AWARE: recognizes own strengths and weaknesses, capitalizes on strengths and seeks to overcome limitations, learns from mistakes, uses evaluation to alter course of action. _____ _____ _____

15. STRESS MANAGEMENT: sets realistic self goals, utilizes appropriate coping mechanisms and support systems. _____ _____ _____

REMARKS: Please add your comments to any of the above ratings.

____

____

List the qualities (behaviors) you see in this individual which support his/her making a successful transition from LPN to RN.

____

____

In summary, do you recommend this applicant for further education to become a registered nurse? Yes_____ No _____ No Comment _____

In what role and when did you supervise this applicant?
LPN _____ Student _____ From ___________ to ___________.
Month/Year Month/Year

____
Signature

____
Title

____
Date

Please mail directly to:
Program Director
Associate Degree Nursing
Seminole Community College
Sanford, FL 32771

BEST COPY AVAI

SEMINOLE COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING
NURSING ADMISSION REQUEST FORM

BEST COPY AVAILABLE

Directions

1. Complete in triplicate. PRINT ON A HARD SURFACE IN INK.
2. Submit the white copy to the Record's Office in the Administration building, to be updated and maintained in your permanent College Record.
3. Submit the yellow copy to Anna Wilcox, Counselor (Adm.Bldg.).
4. Retain the pink copy for your files.
5. SUBMIT EVIDENCE OF EACH ADMISSION REQUIREMENT TO THE RECORDS OFFICE. ASK THE CLERK TO INITIAL AND DATE YOUR PINK COPY, FOR EACH ITEM YOU SUBMIT.

DATE__________

NAME______________________________________SOC. SEC. #______________

ADDRESS________________________________CITY, STATE____________________ZIP_____

TELE, DAY__________TELE, EVE.__________D.O.B.__________FL. L.P.N. LIC. #__________

ADMISSIONS REQUIREMENTS

To be submitted by April 15 of the year planning to enter the program. (Students submitting this information after April 15 will be considered on a space available basis.)

DATE REC'D.	RECORD RM CLERK INIT.	REQUIREMENT
_____	_________	1. SCC College Credit Application (accompanied by $10.00 ap. fee)
_____	_________	2. ACT results
_____	_________	3. Proof of high school graduation
_____	_________	4. Florida L.P.N. license photocopy
_____	_________	5. P.N. school transcript
_____	_________	6. Transcripts of other colleges attended
_____	_________	7. First Clinical Recommendation
_____	_________	8. Second Clinical Recommendation
		To be submitted by June 15:
_____	_________	9. SCC Nursing Department Medical Form with attached diagnostic reports
_____	_________	10. SCC Nursing Department Dental Form

GENERAL EDUCATION PREREQUISITES

For Office Use Only			Grade	Term Comp'd	SCC Credit(✓)	# Transfer Credits	Transfer Institut.
	To be completed before or during Term 3A (April-May):						
_____	APB 2203C	A & P I (with lab)	____	____	____	____	____
_____	DEP 2003	Dev. Psych.	____	____	____	____	____
_____	ENC 1101	Eng. I	____	____	____	____	____
	To be completed by Term 3B (June-July):						
_____	APB 2204C	A & P II (with lab)	____	____	____	____	____
_____	MCB 2013C	Micro (with lab)	____	____	____	____	____
_____	HUN 1201	Nutrition	____	____	____	____	____
	OTHER GENERAL EDUCATION REQUIREMENTS To be completed before graduation:						
_____	ENC 1102	Eng. II	____	____	____	____	____
_____	PSY 2012	Gen. Psy.	____	____	____	____	____
_____	___ ___	Soc. Sc. Elective	____	____	____	____	____
_____	___ ___	PE Elective	____	____	____	____	____

SELECTION CRITERIA

ACT Composite Score__________ # years LPN work experience______(At least 6 months must be verified by letter from Clinical Supervisor)

- -

The following information is requested for statistical study:

Male____ Female____ Race________ LPN State Board Score__________ YR. of LPN Exam________

APPENDIX C

Student Policy Handbook

for

Associate Degree Nursing

SEMINOLE
COMMUNITY COLLEGE

SEMINOLE COMMUNITY COLLEGE

SANFORD, FLORIDA

SEMINOLE COMMUNITY COLLEGE

SANFORD, FLORIDA 32771

ASSOCIATE DEGREE NURSING

STUDENT POLICY HANDBOOK

EFFECTIVE JULY, 1985

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by the Associate Degree Nursing Faculty
of Seminole Community College

SEMINOLE COMMUNITY COLLEGE

SANFORD, FLORIDA 32771 (305) 323-1450

July 1985

Dear ADN Students:

Welcome! The faculty, staff, and I are eager to assist you as you embark on a new career goal. We are happy to offer you a program which finally gives credit for what you already know.

You have demonstrated your potential for success through the admissions process. This handbook is designed to provide the guidelines for your continued success as you work toward becoming a registered nurse.

We want you to know now what the program policies and expectations are in order to minimize needless worry and anxiety regarding "what if". We have tried to answer the questions asked most often by nursing students; but if you need further clarification, please seek us out. We are here for you!

We are glad to have this opportunity to work with you and look forward to your continued success.

Good luck.

Respectfully,

Gloria D. Pickar

Gloria D. Pickar, M.Ed.
Program Director
Associate Degree Nursing

cb

JOB DESCRIPTION of a BEDSIDE NURSE
in an AMERICAN HOSPITAL, 1887

In addition to caring for 50 patients, each bedside nurse will follow these regulations:

1. Daily sweep and mop the floors of your ward, dust the patients' furniture and window sills.
2. Maintain an even temperature in your ward by bringing in a scuttle of coal for the day's business.
3. Light is important to observe the patient's condition. Therefore, each day fill kerosene lamps, clean chimneys, and trim wicks. Wash the windows once a week.
4. The nurse's notes are important in aiding the physician's work. Make your pens carefully. You may whittle nibs to your individual taste.
5. Each nurse on day duty will report every day at 7 a.m. and leave at 8 p.m. except on the Sabbath on which you will be off from 12 noon to 2 p.m.
6. Graduate nurses in good standing with the Director of Nurses will be given an evening off each week for courting purposes, or two evenings a week if you go to church regularly.
7. Each nurse should lay aside from each pay day a goodly sum of her earnings for her benefits in her declining years, so that she will not become a burden. For example, if you earn $30.00 a month, you should set aside $15.
8. Any nurse who smokes, uses liquor in any form, gets her hair done at a beauty shop, or frequents dance halls will give the Director of Nurses good reason to suspect her worth, intentions and integrity.
9. The nurse who performs her labors, serves her patients and doctors faithfully and without fault for a period of five years will be given an increase by the hospital administration of five cents a day, providing there are no hospital debts that are outstanding.

At Seminole Community College, we have policies you can live with...............

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ADMINISTRATION, FACULTY, AND STAFF

The following people are available at Seminole to assist you . . .

		Ext.
Dr. Earl Weldon	President	251
Dr. Joseph White, Jr.	Dean of Instruction	346
Dr. James Sawyer	Dean of Student Development	370
Mr. Russell Moncrief	Director of Occupational Education	230
Mrs. Suzanne Tesinsky	Division Chairperson of Personal and Public Services	227
Mrs. Gloria Pickar	ADN Program Director, Instructor of Mental Health Nursing	535
Mrs. Boots Raulerson	Instructor of Medical-Surgical Nursing	527
Mrs. Laura Aromando	Instructor of Medical-Surgical Nursing and Mental Health Nursing	527
Mrs. Sharon Cannon	Instructor of Maternal-Child Nursing and Medical-Surgical Nursing	534
Mrs. Angela Kersenbrock	Instructor of Medical-Surgical Nursing and Mental Health Nursing	527
Mrs. Judy Robertson	Instructor of Maternal-Child Nursing	518
Mrs. Peggy Stickney	Instructor of Medical-Surgical Nursing and Mental Health Nursing	518
Mrs. Cielo Carrizosa	Assistant Instructor of Nursing Laboratory	449
Mrs. Jean Taylor	Assistant Instructor of Nursing Laboratory	449
Mrs. Nancy Julian	Assistant Instructor of Nursing Laboratory	449
Mrs. Tresa Bagwell	Nursing Secretary	320
	Seminole Community College - Sanford	323-1450
	- Orlando	843-7001
	Nursing Education Office	320

MEANS OF COMMUNICATING STUDENT CONCERNS

Most student concerns usually involve course or clinical experiences. Therefore, the faculty member most directly involved in the particular area of instruction should be your first and best resource. In addition, the following outline of channels of communication should be regarded.

1. Confer with your clinical or classroom instructor as you deem necessary for academic, work related, or personal concerns or grievances. All faculty members are available for student conferences. Your instructor's schedule is posted outside her office door. The Course Coordinator is also available.
2. Unresolved concerns may be further discussed with the Program Director.
3. If you, the instructor, and the Program Director cannot successfully resolve an issue, the Division Chairman of Personal and Public Services may be conferred.
4. If all the foregoing channels do not provide you with a satisfactory solution or explanation, the Director of Occupational Education and the Dean of Instruction will be consulted.

In summary, please use the following chain of communication:

Dean of Instruction
Occupational Education Director
Division Chairman
Program Director
Course Coordinator
Class or Clinical Instructor

STUDENT NURSE UNIFORM

Women: Snowhite Garment Manufacturing Company white dress (style #7866) or white pantsuit (style T7866 and P584-81). The SCC Nursing School cap (with ¼" royal blue ribbon 3/4" from top edge of cap, flush with outer edge) will be worn by female students, in the clinical setting only. The uniform is to be worn with white stockings (panty hose or knee highs, no socks). Dress hemline: at least knee length. Slack hemline: to top of shoe.

Men: Snowhite white jacket (style MS-66) to be worn with with white slacks and white socks. Slack hemline: to top of shoe.

Shoes: White professional shoes in a conservative style with closed in toes and heels. Shoes should be new or nearly new in appearance; clean, shined and polished, at least at the beginning of each clinical day. Clean shoes also need clean laces.

Lab Coat: White, longer than the dress uniform. The lab coat is to be worn over appropriate street clothes (nice slacks, blouse, shirt, skirt, dress - no jeans, nor midrifs) while in the hospital getting client/patient assignments. If you must wear a uniform to campus, it is to be also covered by a lab coat. It is not necessary to wear the lab coat over the uniform to and from the hospital. Instead, it is preferable that it be left in your car. Lab coats are not to be worn while giving patient care.

Sweaters: Clean, neat, white or navy blue sweater may be worn while giving patient care.

Emblem Patches: The ADN blue and white patch is to be worn in the diamond shape on the outer left sleeve of the uniform and lab coat, two inches below the shoulder seam.

Name Tag: White name tag with royal blue lettering is to be worn on the front of the uniform or lab coat (when getting assignments). An example of the two-line name tag is:

Mary Smith, SN
Seminole Comm. College

Undergarments: Appropriate white underwear (including bras for the ladies) is also considered part of the uniform. Bras are also to be worn to the hospital while getting assignments. Cotton slips are necessary in labor and delivery and the operating room areas. The electricity in nylon slips is enough to be dangerous.

Accessories: The student nurse uniform is completed with bandage scissors (the small, pediatric size is recommended as they stay in your pocket better); a watch which reads hours, minutes, and seconds; pocketsize spiral notebook; and black ball point pens. A dual head stethoscope is also recommended.

Hair: Clean, attractively and conservatively styled, and groomed; worn off the collar anytime in uniform. Long hair must be neatly secured up in a bun (this includes men). Men may wear a mustache that grows no lower than the corners of the mouth; however, beards are not permitted (hospital policy).

Jewelry: Limited to simple wedding rings and watch. No necklaces, bracelets, nor earrings.

Make up and Daily Grooming:

Moderate, attractive make up for the ladies is encouraged, providing it enhances your appearance. Students should bathe daily and apply deodorant, no perfume nor aftershave (some clients/patients are allergic). We'd rather you just smell and look clean and fresh. Student nurses are expected to be healthy role models of personal grooming and daily hygiene.

Fingernails: Neatly groomed, no nail polish.

Summary: The guidelines for dress and demeanor of the student nurse in uniform or lab coat is to dress and act as a representative of Seminole Community College and the nursing profession at all times. Also, additional hospital or health agency policies regarding dress code must be adhered to:

Approximate Cost of the Basic Woman's Uniform (based on a minimum of two uniforms):

Dress	$ 26.00
Pantsuit	40.50
Cap (2)	12.60
Lab coat	22.50
Name pin	3.00
Insignia sleeve patch (3)	3.00
	$ 107.60

Approximate Cost of Man's Uniform

Jacket (2)	$ 57.50
Trousers (2)	39.00
Lab Coat	25.00
Name Pin	3.00
Insignia sleeve patch (3)	3.00
	$ 127.50

GENERAL INFORMATION AND REQUIREMENTS

TEXTBOOKS

The textbooks for the nursing program can be purchased in the campus bookstore. A current list of required and recommended textbooks is also available in the Nursing Education Office. Most of the reading materials will be purchased during the first clinical nursing course and used throughout the program. We encourage you to identify your textbooks and notebooks with your name.

INSURANCE

Liability (malpractice) insurance is required for each student enrolled in the nursing program. Fees are paid out of the laboratory fee assessed for nursing courses.

In addition, a school accident policy is required. It covers 50% of the costs related to an accident or injury received during school hours. The base policy rate is $6.50; 24-hour coverage is also available for $34.00. A copy of the policy regulations is available in the Nursing Education office. A form for your signature is included in this Handbook.

HEALTH RECORD

A current and complete health and dental assessment form must be on file in the Nursing Education office each year you are enrolled in the program. These forms must be submitted by the end of Term IIIA.

STUDY HABITS

Set aside time each day for study. Reading assignments before class increases the value of your attendance. A good rule of thumb is to plan to study at least two hours outside class for every credit hour earned. Evaluated in this way, your nursing education is your full time job.

Should you experience difficulty adjusting to the course requirements, consult with your instructor. She can guide you to helpful learning resources.

We also recommend that you include in your weekly schedule time for relaxation and fun.

EMPLOYMENT

We want you to be successful in the nursing program and therefore encourage you not to take on more responsibilities than you can manage. We also understand that you and your family have basic financial requirements. As you are determining your work schedule, please confer with an instructor. The following guidelines are also offered to assist you:

1. Your minimum class, clinical, and study time commitment to the nursing program is approximately 50 hours per week.
2. Full time employment is usually more than most students can manage.
3. 20-24 hours per week is the maximum employment workload recommended by the faculty.
4. Work commitments for evenings and nights prior to a clinical day are strongly discouraged. Students may not be on duty within ten hours preceeding a clinical experience in an assigned health care agency.

FINANCIAL AID

Mr. Donald Burton in the financial aid office (S-001, ext. 436) is available to assist you to meet your financial needs. Scholarships, grants, long and short term loans, and part time employment are provided according to eligibility and need. However, in the past we have found that many eligible students do not apply. Actually many are unaware of their financial resources right on campus. You are certainly deserving! Check in early to see if you qualify.

ACCIDENTS AND INCIDENTS

Accidents (resulting in injury to self or others) and incidents (such as a medication error) must be reported on the appropriate clinical agency and college forms. The safety of you and your clients is our first concern. Report all accidents or incidents to your clinical instructor. See Clinical Evaluation.

ETHICAL AND PROFESSIONAL CONDUCT

Unethical, unsafe, dishonest behavior, and behavior which demonstrates consistently poor judgement will result in the student's withdrawal from the clinical experience. See Clinical Evaluation.

Failure to perform in a safe and satisfactory manner, as determined by the nursing faculty, will of necessity exclude the student from the clinical area, resulting in a grade of unsatisfactory (U) in the clinical component of the course.

It is not possible for a student to receive a passing grade for a course with an unsatisfactory clinical evaluation. In these circumstances the student may elect to continue to attend classes for the theory component of the course.

Smoking is not permitted in any patient areas, nor in classes or conferences. Further, smoking is not permitted anywhere on the property of Florida Hospitals, including the parking lot.

CLINICAL COMPETENCE

Seminole Community College and the Nursing Program are obligated morally and legally to protect the safety and security of the clients/patients entrusted in our care. Therefore, evidence of mastery of certain skills and competencies must be demonstrated by students in order to function in the clinical setting or to gain entrance to the next course.

Examples of competencies which represent prerequisite knowledge and skills for clinical practice are:

1. Intermediate Technical Skills - Intermediate skills will be reviewed on an individual basis before entrance to patient care areas; i.e. aseptic techniques, administration of medications, elimination procedures, charting, etc. (Basic skills, e.g. bedmaking, hygienic care, intake and output, vital signs will not be reviewed.)

2. Dosage Calculations - Proficiency at calculating dosages at the level of 80% is required prior to administering medicines in the hospital or health care agency. This exam will be given at the end of the first nursing course, prior to the first clinical course. A similar evaluation to include the calculation of intravenous flow rate, will be made before enrollment in the second clinical course, 85% proficiency will be required on this exam. One make-up examination may be written for each dosage calculation exam.

3. Clinical Preparation Form - Where required, the student is to report to the clinical area in person the afternoon or evening before the scheduled clinical practice day to obtain the client/patient assignment, to introduce himself to the patients assigned, and to initiate a nursing assessment. Evidence of preparedness to give safe, knowledgeable, and competent care will be demonstrated by presentation and discussion of a completed Clinical Preparation Form

during each pre-conference. Lack of evidence of preparedness may result in dismissal from the clinical area and an automatic clinical absence. Students are not permitted in nursing or patient areas at the hospitals between 2:30 and 3:30 p.m. or after 8:30. Evaluation of the Clinical Preparation Form will be included in the overall clinical grade.

4. Basic Life Support - Each student is required to present current evident of certification in Basic Life Support by the American Heart Association. Please place a photocopy of your card in your lab folder by the first day of class in NUR 2054C: Nursing Transition. A two day (4 hours per day) training session will be arranged as needed prior to that date. Dates and times will be announced.

5. Proficiency in the English Language - Up to five points will be deducted for written work which demonstrates poor English proficiency. Students with English as a second language must demonstrate the ability to communicate with proficiency in English. The college communication department will make this evaluation.

6. Nursing Skills Lab - Demonstration of advanced nursing skills (i.e., venapuncture, cardiac monitoring, naso-gastric tube insertion, etc.) is generally required prior to performance of these skills in the hospital/clinical agency setting. Opportunities will be available to observe an instructor-led demonstration and for supervised practice as needed before return demonstrations are scheduled. During return demonstrations, the lab instructor's role will be for evaluation purposes only with no teaching available. Therefore, ample practice for mastery is encouraged. At the discretion of the clinical instructor, students may be permitted to perform selected supervised skills in the clinical agency prior to return demonstration in the nursing skills lab.

ATTENDANCE AND ABSENCE

Class Attendance

Policies regarding attendance for theory classes will be announced at the beginning of each course and may vary. (See individual course manuals.) The collegy policy states, "A student who is absent from a class ten percent of the scheduled class time is subject to be dropped without warning by the instructor. A student may be readmitted at the discretion of the instructor." (6HX25 - 4.18)

We have found that student performance is often correlated with class attendance. Students who are absent excessively and are not maintaining a C average will be notified and counseled.

Clinical Attendance

Clinical experiences are specially arranged in advance with the cooperation of the hospital. The staff and your clients/patients are counting on you. A very important aspect of professional nursing is the nurse-client relationship.

Therefore, except in case of an emergency or illness, you are expected to be present for all clinical experiences. The instructor must be notified in advance of any clinical absence. Be sure you know how to contact her in such an event.

Also all clinical experiences are important to your success in the program and are required. Each absence must be made up. More than two absences per eight week rotation will necessitate faculty review of the student and may result in dismissal from the clinical setting. Exception: Labor and Delivery Experience of Family Follow Through occurring on clinical time will not be made up.

Students may not leave the clinical agency during clinical hours except as dismissed by the instructor, as in the case of illness or unpreparedness. Therefore, meal and rest breaks are to be taken within the assigned agency. Whenever a student leaves the client/patient care area, s/he is responsible for ensuring that a clsssmate cares for his/her clients. The staff Team Leader should also be notified.

Promptness

The faculty have prepared classes and clinical experiences which will be both meaningful and relevant for you. As time for instruction is limited, it is important that each class begin on time. To maximize your learning experiences and as a courtesy to your classmates and instructors, please be prompt. As we are concerned regarding your welfare and safety, the instructor must be notified in advance of any clinical tardiness more than 15 minutes.

Written work (Nursing Process Papers, Reports, Prep Forms, etc.) is due as assigned. Points will be deducted for each 24 hours an assignment is late. In extenuating circumstances, additional time can be contracted for completing papers. To receive an additional time contract, speak to your clinical instructor prior to the due date. We can work with you to meet your individual needs, providing we are informed of them.

EVALUATION AND GRADING

Student performance will be evaluated for both theoretical and clinical objectives. These objectives, learning activities, and methods of evaluation are unique for each course. Make sure you know how each course grade is determined and what your responsibilities are from the outset. The grading policy for each course is published in each respective course manual. The following regulations apply to the overall curriculum.

Grades

1. The student must pass both clinical and theoretical components to receive a grade in the course.

2. A grade of C or better must be attained in all nursing and general education courses leading to the Associate in Science Degree in Nursing.

3. The grading system for the Nursing Program is:

A	90-100
B	83-89
C	78-82
D	70-74
F	69 and below

4. Students with two unsuccessful nursing course completions (grades of D, F, W, or N) may not continue in the nursing program. Petitions for readmission will be considered on an individual basis. See Withdrawal and Readmission procedure.

5. A cummulative grade point average of 2.00 or above must be maintained during enrollment in the nursing program.

6. Grades of "I" or incomplete must be made up according to college policy. See Withdrawal and Readmission procedure.

Theoretical Examinations

1. Objective and essay exams and quizzes will be designed by the individual course instructors.

2. Since testing is viewed as part of the learning process, instructors will review unit and progress exams in a group setting. Should the student desire an individual review, an appointment may be scheduled with the instructor, providing the student first attended the group review. To maintain exam security and fairness to all, no note taking nor tape recording will be allowed during reviews. Exam reviews are usually scheduled outside of regularly scheduled class time.

3. In the event of absence for an exam, the student must notify the classroom instructor prior to the scheduled exam time. Failure to do so may eliminate the opportunity for makeup. Arrangements must be made for scheduling a make up within three week days following the test date. An alternate exam will be administered.

Clinical Evaluation

1. Final evaluation conferences will be scheduled between the clinical instructor and the student.
2. A written final clinical evaluation will be presented to the student.
3. Each incidence of unsafe clinical practice, excessive absence or tardiness, clinical unpreparedness, or excessive fatigue, will be documented on the Nursing Program Incident Report and filed in the student's Program folder.

Academic or Clinical Warning

That student who is in jeopardy of failing the course in either the theoretical or clinical components, will be notified in writing of the same by the Course Coordinator.The student will automatically be placed on Warning and advised to confer with the Course Coordinator regarding remediation.

National League for Nursing Examinations and other Standardized Exams

Standardized NLN achievement examinations will be administered at the conclusion of NUR 2220C, NUR 2195C, and NUR 2311C. Although these exams are required to receive your grade in each respective course, they will not be figured in your final course average. A comprehensive standardized assessment test will be administered following the completion of the program content and at the beginning of NUR 2943C: The Nursing Clinical Practicum. These tests are used by the faculty to evaluate the success of the instructional process. They are also helpful to you as self-evaluation and preparation for the State Board examination.

Student Records

A file will be maintained in the nursing education office of your admission data and progress in the program. This file is open to you and you may request to see it at any time.

Employers often seek information and recommendations from faculty about current and former students. A reply will only be furnished with your written permission to release such information.

WITHDRAWAL AND READMISSION

Official College course withdrawal deadline dates are published in the catalog. Following this date, you may withdraw from any nursing course prior to the final examination with the Program Director's approval. Once you write the final examination, you will receive the grade earned. If you are considering withdrawing from a course or the program, confer with your clinical and classroom instructor. Often seemingly insurmountable problems can be managed by alternatives other than withdrawal.

Students who withdraw from a nursing course must repeat both the theoretical and clinical components of that course.

When withdrawal from the program is necessary, an exit interview should be scheduled with the Program Director and a brief questionnaire completed. We need to know what kinds of situations occur to cause students to decide to withdraw. A withdrawal form must also be completed (obtained in the Registrar's office), in order to receive a "W" rather than a grade of "F".

As stated by college policy, "A student who receives an "I" grade (for incomplete work) must complete the course work with the instructor during the first 10 college days of the following term; otherwise any "I" grade will automatically become an "N" (No credit). In extenuating circumstances, the instructor may grant an extension of the time for the removal of the grade of "I"." (6HX25 - 3.04)

Two unsuccessful nursing course completions (grades of D, F, W, or N) will necessitate your withdrawal from the Nursing Program. If you desire to continue, your petition for readmission will be considered by the Admissions Committee.

Petition Process

Students desiring readmission are directed to the following procedure:

1. Submit a letter of intent for readmission to the Program Director. The letter should include the nature of the circumstances which interfered with success and the steps taken to rectify the situation or prevent similar occurrences.
2. Attend the Admissions Committee meeting during which the petition will be considered, and present your situation in person. Although, the student's presence is not mandatory, we feel all students are entitled to due process, and their interests can best be represented in person. Each petitioner will be notified in writing of the meeting place, date and time he should appear.
3. Follow the guidelines established by the Admissions Committee. Depending on the individual situation, the committee may recommend additional steps to be taken to help remedy particular difficulties. Successful completion of the prescribed plan outlined by the committee, will enhance the petitioning process.

4. Candidates for readmission will be notified in writing of the final decision by the committee

5. Readmissions will be placed in nursing courses on a space available basis. The granting of readmission does not automatically guarantee enrollment in the next nursing course; however, every effort will be made to do so.

6. Students denied readmission by the Admissions Committee may appeal the decision to the College Petitions Committee.

FLORIDA NURSING STUDENT ASSOCIATION (FNSA) AND
NURSING STUDENT ASSOCIATION OF SEMINOLE COMMUNITY COLLEGE

Just as the faculty are expected to participate in their professional organization, you are strongly encouraged to join your professional student association. Let's continue to work together toward the goal of 100% membership here at SCC!

We believe that the key to the future of the profession of nursing is having "one strong voice" that represents our needs as nurses. Your student organization is the precursor for your future professional involvement.

FNSA offers many membership services: scholarships, reduced rate for the AJN, student government opportunities, super convention, etc. The cost is $50.00 per year.

Meetings will be scheduled during the designated campus activity hour on Wednesday afternoons or at other times mutually agreed upon by the membership.

SEMINOLE COMMUNITY COLLEGE

SANFORD, FLORIDA 32771

(305) 323-1450

Dear Student/Parent:

The college makes available a policy (Standard Life and Casualty) at a cost of $6.50 per year for coverage during school time, or $34.00 on a twenty-four hour basis.

The school's accident policy provides only partial coverage of medical and/or hospital expenses. It generally will not pay all cost associated with a particular injury.

THE STUDENT OVER 18 OR HIS OR HER GUARDIAN (IF A MINOR) ASSUMES PERSONAL LIABILITY FOR PAYMENT OF ALL EXPENSES IN EXCESS OF THOSE COVERED BY SAID POLICY.

The policy and payment schedule is on file in the office of the Dean of Student Development and may be reviewed on request.

I, the undersigned, affirm that I have read the above and understand that I am personally liable for payment of all expenses in excess of those covered by the policy outlined above.

Signature ______________________ Date ______________

I am already covered by an accident policy and do not want the coverage outlined above. Company Policy #______________

Signature ______________________ Date ______________

I have obtained and read a copy of the Associate Degree Nursing Student Policy Handbook. The policies and procedures contained therein have been discussed with me and I agree to be responsible for this information.

Signature of Student

Date

Signature of Faculty

Date

EDUCATION AGREEMENT

THIS AGREEMENT is made and entered into this 1st day of July, 1984, by and between ADVENTIST HEALTH SYSTEM/SUNBELT, INC., d/b/a FLORIDA HOSPITAL, hereinafter referred to as "HOSPITAL," and Seminole Community College hereinafter referred to as "EDUCATIONAL INSTITUTION."

WITNESSETH:

WHEREAS the EDUCATIONAL INSTITUTION was established to provde educational and instructional services to persons enrolled thereat; and

WHEREAS, the HOSPITAL operates a facility which is suitab [illegible] -site training and instruction for certain medical and health care professions; and

WHEREAS, the EDUCATIONAL INSTITUTION desires to utilize the HOSPITAL'S facility, equipment, and personnel upon the terms and conditions herein stated,

NOW, THEREFORE, in consideration of the terms, conditions, covenants, agreements and obligations herein provided, it is now mutually agreed by and between the parties hereto as follows:

EDUCATIONAL INSTITUTION'S COVENANTS AND RESPONSIBILITIES

1.1 The EDUCATIONAL INSTITUTION will assume full responsibility for the planning and execution of the educational programs listed in Appendix A. Said responsibility includes but is not limited to the development of curriculum, scheduling of classes, providing qualified, competent instructors and the supervision of students.

1.2 The EDUCATIONAL INSTITUTION will have the responsibility of planning and scheduling of students for on-site instruction/training at the HOSPITAL. Prior to the commencement of any school term/semester, the EDUCATIONAL INSTITUTION shall provide the HOSPITAL with a written schedule setting forth the names of said students who are assigned to the HOSPITAL to receive clinical training, the areas of clinical experience to be provided, the number of students so assigned, the dates/time in which training will be scheduled, and the names of EDUCATIONAL INSTITUTION faculty involved in said clinical training. Said schedule must be presented to and be approved by the president of the HOSPITAL or his designated representative prior to the implementation of said schedule.

1.3 The EDUCATIONAL INSTITUTION will have the final determination as to individual student performance during the period in which clinical training is received at the HOSPITAL. Members of the HOSPITAL staff, when called upon for professional evaluations of individual student performance, will comply as provided for in Paragraph 1.5.

1.4 The EDUCATIONAL INSTITUTION will have the primary responsibility for monitoring the activites of its students during clinical training hours and for disciplining said students in regard to the EDUCATIONAL INSTITUTION'S rules/regulations and policies. The EDUCATIONAL INSTITUTION will also assume the responsibility for requiring its faculty and students to comply with the rules and regulations of the HOSPITAL as they may pertain to the activities of said person. However, nothing in this paragraph will act to negate the HOSPITAL'S rights as provided in Paragraphs 2.6 and 2.7.

1.5 Prior to commencement of any on-site training program for the disciplines listed in Exhibit A, the EDUCATIONAL INSTITUTION will provide the relevant members of the HOSPITAL staff with an orientation program as to the educational/clinical training program to be conducted by the EDUCATIONAL INSTITUTION at the HOSPITAL. The initiative for this shall rest with EDUCATIONAL INSTITUTION. Specific requests by EDUCATIONAL INSTITUTION faculty for assistance from HOSPITAL personnel will be mutally agreed upon by the parties and said understanding will be set forth in Exhibit B.

HOSPITAL'S COVENANTS AND RESPONSIBILITIES

2.1 The HOSPITAL agrees to make available the necessary clinical area for student training for the programs listed in Exhibit A, including the necessary equipment and supplies for instructing/training said students in the rendering of medical/health care.

2.2 In so far as it is available, the HOSPITAL further agrees to provide the EDUCATIONAL INSTITUTION with the use of office and classroom space from which EDUCATIONAL INSTITUTION employees may conduct said training as provided for herein. Such use shall include use of all utilities including water, electricity, and local telephone service. HOSPITAL also agrees that the students and faculty of said EDUCATIONAL INSTITUTION are entitled to eat in the HOSPITAL cafeteria on the same basis as HOSPITAL'S employees.

2.3 The HOSPITAL will assist in the educational/training process through the cooperation and assistance provided by its personnel in accordance with Paragraph 1.5 and any speical provisions agreed to by both parties as set forth in Exhibit B.

2.4 Prior to the commencement of the school term/semester, the HOSPITAL will provide an orientation program for the EDUCATIONAL INSTITUTION'S faculty. Said orientation program will include a review of the HOSPITAL'S rules and regulations and the general philosophy and objectives under which the HOSPITAL operates. The orientation program to be provided at a mutually agreed time as arrived at by the president, or his designee, of the HOSPITAL and the designated representative of the EDUCATIONAL INSTITUTION. The initiative for this shall rest with the EDUCATIONAL INSTITUTION.

2.5 The HOSPITAL will remain at all times in charge of all patient care received at said HOSPITAL, and will retain full control of said care.

2.6 The HOSPITAL'S president or his designee may request the EDUCATIONAL INSTITUTION to withdraw from the HOSPITAL'S facility any student whose work, performance, and/or personal conduct is having a detrimental or disruptive effect upon the normal day-to-day operation of a department and/or personnel of the HOSPITAL.

2.7 The HOSPITAL reserves the exclusive right to refuse any student training privileges in its facility or in any specified department who previously has been withdrawn by the EDUCATIONAL INSTITUTION at the HOSPITAL'S request, or who has been dismissed as an employee of the HOSPITAL for reasons which makes acceptance inadvisable in the opinion of the HOSPITAL'S president.

TERM

3.1 This Agreement shall run for a term of two (2) years, commencing July 1st, 1984, 7:00 a.m., but may be cancelled by either party upon the giving of written notice to the other party as provided by Paragraph 8.1. Said notice to be effective must be given not less than thirty (30) days in advance of such cancellation's effective date. When the HOSPITAL chooses to withdraw as a training facility, the president agrees that students presently enrolled and receiving training at said HOSPITAL will be allowed to complete their scheduled training program even though the time required may exceed the thirty-day (30) period.

3.2 This Agreement shall be extended automatically for an additional two (2) year period, unless terminated by giving written notice as provided for in Paragraph 3.1. During any extended period the provisions of this Agreement shall remain the same.

PERSONNEL

4.1 It is expressly understood by both parties that the students and faculty furnished by the EDUCATIONAL INSTITUTION shall remain students and employees of the EDUCATIONAL INSTITUTION and shall not at any time during the period of this Agreement be deemed to be employees of the HOSPITAL. These persons (students and faculty) shall be direct agents and/or employees of the EDUCATIONAL INSTITUTION, and where applicable the EDUCATIONAL INSTITUTION will pay all salaries, taxes and insurance for said persons.

4.2 It is understood that faculty/training personnel may be furnished by either the EDUCATIONAL INSTITUTION or HOSPITAL if specifically provided for in the special provisions set forth in Exhibit B.

4.3 The HOSPITAL shall not be regarded as a party to any collective bargaining agreement or agreements which have heretofore or may hereafter be entered by the EDUCATIONAL INSTITUTION. The HOSPITAL shall not participate in any decisions as to wages, hours, or other working conditions of EDUCATIONAL INSTITUTION employees.

INSURANCE COVERAGE

5.1 The EDUCATIONAL INSTITUTION agrees to indemnify and hold HOSPITAL harmless from any liability which may be imposed against HOSPITAL by reason of the acts or omissions of the EDUCATIONAL INSTITUTION, its students, or faculty. It is specifically understood that the EDUCATIONAL INSTITUTION is responsible for the training, scheduling, and supervision of its students and faculty. The EDUCATIONAL INSTITUTION shall provide the insurance coverage set forth below in the amounts provided:

	Insurance	Amount
A.	Comprehensive General Liability	$300,000. single limits per occurrence
B.	Automobile Liability	None
C.	Workmen's Compensation	None
D.	Malpractice	None

5.2 Certificates of insurance as evidence of proper insurance on the coverages stated in Paragraph 5.1 shall be supplied to the HOSPITAL prior to the first scheduled day of clinical training. The underwriting company must accept this obligation to notify HOSPITAL in case of any material changes in coverage, limits, or cancellation.

CONFIDENTIAL INFORMATION

6.1 EDUCATIONAL INSTITUTION students and faculty agree to respect the confidential nature of all information which may be provided to them or come to their attention regarding patients or hospital matters during their training with said HOSPITAL.

REVIEW COMMITTEE

7.1 A Review Committee shall be formed consisting of at least three (3) persons from the EDUCATIONAL INSTITUTION and three (3) persons from the HOSPITAL for the purpose of holding at least annually consultations on the performance of the program as provided herein.

NOTICES

8.1 Any communication provided for herein shall be given in writing to the EDUCATIONAL INSTITUTION and HOSPITAL at the addresses shown below, or any other address specified by the parties.

Educational Institution

Seminole Community College
Sanford, Florida 32771

Florida Hospital
601 East Rollins
Orlando, Florida 32803

BEST COPY AVAILABLE

GOVERNING LAW

9.1 This Agreement shall be governed by the laws of the State of Florida as to its interpretation, construction and performance.

ASSIGNMENT

10.1 This Agreement shall inure to the benefit of and be binding upon each of the parties hereto, and it may not be voluntarily assigned, in whole or in part, by either party without the prior written consent of the other party.

ENTIRE AGREEMENT

11.1 This Agreement, when fully executed, together with any provisions set forth in Exhibits A and B, attached hereto, and made a part hereof, shall supersede any and all prior and existing agreements, either oral or in writing, and contains all of the covenants and agreements between the parties with respect to the subject matter of this Agreement. Any amendment or modification to this Agreement must be made in writing and signed by the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement, by persons duly authorized, on the day and year first written above.

ADVENTIST HEALTH SYSTEM/SUNBELT, INC.
d/b/a FLORIDA HOSPITAL

BY: Mardian Blair
MARDIAN BLAIR, PRESIDENT

WITNESS:____________________

EDUCATIONAL INSTITUTION

BY: D L Russell

WITNESS:____________________

5-31-84
Date

I have read this document and recommend that it be signed in behalf of Florida Hospital.

Signed

6-4-84
Date

I have read this document and recommend that it be signed in behalf of Florida Hospital.

Signed

EXHIBIT A

Educational Programs Utilizing Florida Hospital Facilities

Florida Hospital - Orlando
- Nursing
- Paramedic

Florida Hospital - Altamonte
- Nursing
- Paramedic
- Emergency Medical Technician
- Medical Records
  - Hospital Ward Clerk
  - Medical Record Transcriptionist
  - Medical Assistant

Florida Hospital - Apopka
- Paramedic
- Emergency Medical Technician

EXHIBIT B

REGISTERED NURSING
PRACTICAL NURSING
NURSING ASSISTANT

I. The Agency agrees:

A. To provide Nursing experience for each student as follows:

1. Central Florida Regional Hospital
    a. Foundations
    b. Medical-Surgical Nursing
    c. Pediatrics
    d. Obstetrics
    e. Special Care Units
    f. Recovery Room, Operating Room
2. Florida Hospital, Altamonte
    a. Medical-Surgical Nursing of Adults and Children
    b. Special Care Units
    c. Emergency Room, Recovery Room, Operating Room
    d. Psychiatry - Medical Health
3. Florida Hospital, Orlando
    a. Obstetrics, Gynecology
    b. Pediatrics
4. Lakeview Nursing Center
    a. Geriatrics
5. Seminole County Mental Health Center
    a. Psychiatry
    b. Geriatrics
6. Lutheran Haven
    a. Geriatrics
7. West Lake Hospital
    a. Psychiatry
8. South Seminole Community Hospital
    a. Medical-Surgical Nursing of Adults and Children

B. To accept classes of nursing students for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

1. Central Florida Regional Hospital	40
2. Florida Hospital, Altamonte	
a. General Units and Special Care	40
b. Psychiatry - Mental Health	8
3. Florida Hospital, Orlando	
a. Obstetrics	18
b. Pediatrics	12
c. Gynecology - Morgan 2	4
4. Lakeview Nursing Center	15
5. Seminole County Mental Health Center	12
6. Lutheran Haven	15
7. West Lake Hospital	20
8. South Seminole Community Hospital	30

C. That student's schedules for clinical experience will be as follows:

1. Central Florida Regional Hospital
2. Florida Hospital, Altamonte
3. Florida Hospital, Orlando
   a. Obstetrics
   b. Pediatrics
   c. Gynecology
4. Lakeview Nursing Center
5. Seminole County Mental Health Center
6. Lutheran Haven
7. West Lake Hospital
8. South Seminole Community Hospital

Monday through Friday between the hours of 7 A.M. and 11 P.M. Schedules to be submitted to Nursing office with names of students and instructors.

D. That supervision of students be solely the responsibility of the Board's instructors. (EXCEPTION: Associate Degree Nursing Clinical Practicum. See section F.) The instructor-student ratio will not exceed 1:12 as specified by the State Board of Nursing.

E. That students receiving clinical experience represent three levels of nursing.

1. Nursing Assistant
2. Practical Nursing
3. Associate Degree Nursing

and

will be assigned duties according to the level of nursing for which they have been prepared in the classroom.

F. Students in the Associate Degree Nursing Clinical Practicum will be supervised by the Board's instructors with an instructor-student ratio not to exceed 1:12 and an Agency RN preceptor with a preceptor-student ratio not to exceed 1:2. The preceptor shall be a registered nurse recommended by the Agency, "approved by the nursing faculty of the College, and have clinical expertise/competence in the area where serving as a preceptor. The preceptor shall be physically present in the unit and available to the student at all times the student is performing in a nursing capacity with patients/clients," (Chapter 210-7: Florida Administrative Policies Establishing Required Standards for Certification of Approval for Nursing Programs.)

NURSING CURRICULA

I. Nursing Assistant

A. Fundamentals of Nursing
1. Introduction to Nursing
2. Orientation to Health Agencies
3. Basic legal aspects
4. Ethics
5. Individual, Family and Community Health
6. Understanding the patients as whole
7. Communication with the patient
8. Providing for the Physical Comfort and Care of the Patient
a. Organization and care of the patient environment
b. Care of nails, hair, mouth and skin
c. Food service
d. Elimination
e. Lifting and moving patients
f. Evening and night comforts
g. Cardinal Signs, TPR and BP
h. Observing and recording
i. Admission and Discharge of pt.
9. Study of four stages of death and dying
10. Basic Therapeutic Treatments
a. Asepsis and disinfection
b. Therapeutic uses of heat and cold
c. Rectal treatments
11. Hospital Safety
12. CPR and First Aid

II. Practical Nursing

A. Fundamentals of Nursing as above
B. Introduction to Medical-Surgical Nursing
1. Signs, Symptoms and Complications of Illness
2. Advanced Nursing Skills
a. Colostomy care
b. Naso-Pharyngeal Care
c. Tracheostomy care
d. Nasogastric Tubes
e. Vaginal Douche
f. Bandages and binders
g. Surgical dressings
h. Catheterization
i. Oxygen therapy
j. Assisting with treatments
3. Introduction to Pharmacology
a. Legal aspects
b. General Classification of drugs
c. Medical Math
d. General Safety rules
e. Administration of medications
C. Introduction to Nursing Specialities
1. Obstetrics
a. Introduction to Maternity Nursing
b. Human Reproduction
c. Needs during pregnancy
d. Needs during intrapartal period
e. Needs during the Postpartum period
f. Needs during the Neonatal Period
2. Pediatrics
a. Introduction to the Nursing of Children
b. Prevention of Childhood Accidents
c. Illnesses of Infants and Toddlers
d. Illnesses of the Pre-Schooler, School-Age Child and adolescents
e. Communicable Childhood Diseases
3. Geriatrics
a. Progressive Development
b. Special Geriatrics Needs
c. Nursing Care in Conditions of Illness
d. Nursing in an Extended Care Facility
e. Concept of Loss

    4. Administration of Medication
        a. Oral Medications
        b. Eye, ear, nose and throat med.
        c. Subcutaneous Injection
        d. Intramuscular Injections
        e. Intradermal Injection
D. Medical-Surgical Nursing
    1. For the Conditions of Illness affecting the following Systems
        a. Respiratory
        b. Circulatory
        c. Urinary
        d. Digestive
        e. Reproductive
        f. Endocrine
        g. Nervous Mental
        h. Special Senses
        i. Musculo-Skeletal
            1. Review of body structure
            2. Diagnostic tests and examination
            3. General nursing care and treatment
            4. Specific conditions of illness
                a. Signs and symptoms
                b. Etiology
                c. Special nursing measures
                d. Diet therapy
                e. Drug therapy
    2. Vocational Adjustments
        a. Employment opportunities
        b. Legal rights and responsibilities

III. Associate Degree Nursing: all students are Florida Licensed Practical Nurses or have completed an approved practical nursing program and are awaiting licensure and have above average academic background.

A. Nursing Transition
    1. Operational Concept of the Nursing Process
        a. Nursing History and Physical-Psychosocial Assessment
        b. Nursing Diagnosis
        c. Plan
        d. Implementation
        e. Evaluation and Revision
    2. Helping Relationships and Therapeutic Communication
    3. Growth and Development
    4. Client Teaching
    5. Basic Mental Health Concepts
        a. Anxiety
        b. Denial and other Defense Mechanisms
        c. Anger
        d. Grief and Depression
        e. Crisis
        f. Self Concept: Body Image, Sexuality, Self Esteem
        g. Parenting
        h. Death and Dying
    6. Review of Dosage Calculations
    7. Review of Basic Technical Skills
        a. Medication Administration
        b. Male and Female Catheterizations
        c. Enemas
        d. Sterile Dressings
        e. Isolation Technique
    8. Introduction to Basic Physical Assessment
B. Nursing Leadership
    1. The Role of the Nurse as:
        a. Leader/Manager
        b. Client Advocate
        c. Group Member and Facilitator
        d. Change Facilitator
        e. Emerging Professional Health Care Provider
    2. Comparison of Models of Nursing Care Delivery
        a. Functional/Task
        b. Team
        c. Primary Care
    3. Team Leading Responsibilities
        a. Report
        b. Assignments
        c. Rounds

4. Decision Making/Priority Setting
5. Graduate's Future in Nursing
    a. Resume
    b. Job Interview
    c. Employment Opportunities
    d. Professional Organizations
6. Issues and Trends in Nursing

C. Nursing Care of Adults and Children
    1. Application of the Nursing Process to the nursing care of clients with medical-surgical problems throughout the life span from age 1 to death.
    2. Psycho-Pathophysiology of Disease
    3. Independent nursing actions directed to the client's actual or potential response to disease: body systems approach.
    4. Advanced Nursing Technical Skills
    5. Physical and Psychosocial Assessment
    6. Aged Adult
    7. Introduction to Special Care Nursing
    8. Introduction to Primary Care Settings
D. Nursing Care of Parents and Children
    1. Application of the Nursing Process to the Family
    2. High Risk Parenting
    3. High Risk Antepartum, Intrapartum, Postpartum, and Newborn
    4. Complex problems of the infant and toddler
    5. Growth and Development
    6. Sexuality, Contraception
E. Nursing Care for Mental Health
    1. Application of the Nursing Process to Distrubances in Psychosocial Behavior Throughout the Life Span
    2. Continuum of Mental Health and Illness
    3. Comparison of Theoretical Models of Understanding Behavior
    4. Application of the Interpersonal Concept of Anxiety
    5. Self Care
    6. Problem Solving Communication Skills
    7. Assertive Communication
F. Nursing Clinical Practicum
    1. Team Leadership or primary care nurse experience for three 8-hour shifts per week for 6 weeks.
    2. Transitional experience from student to graduate.
    3. Supervision provided by clinical instructor and agency preceptor.

EMERGENCY MEDICAL TECHNICIAN

Clinical experiences for the EMT A (Ambulance) shall include observation and assistance under proper supervision as deemed feasible by the Emergency Department physician and staff.

Experiences desired include but are not limited to:

1. Functioning under emergency conditions.
2. Correlation of field emergency procedures with hospital Emergency Department procedures.
3. Enrichment of knowledge relating to anatomy, physiology and emergency procedures.
4. Application of basic skills as required (vital signs - patient assessment - CPR - control of bleeding, etc.)
5. Other experiences at the discretion of the Emergency Department Physician.

SCHEDULE

Students will be scheduled with a maximum of one student at any one time in the Emergency Department. Each student will be scheduled for a minimum of 16 hours. The maximum number of students to be scheduled will not exceed 20 per semester.

EMT P (Paramedic)

Clinical experiences for the EMT P (Paramedic) shall include observation, assistance and application of advanced life support skills as deemed feasible and in accordance with the following:

1) Emergency Room

   A. Application of principles of emergency care. "Basic and Advanced Life Support."

   B. Critique for evaluation of good and poor emergency care at the scene with follow-up in hospital.

2) Operating/Recovery Room

   A. Sterile techniques.

   B. Anatomy and physiology.

   C. Wound care.

   D. Dressings.

   E. Immobilization techniques.

   F. Paralysis.

   G. Vital and diagnostic signs - recognition and significance.

   H. Airway control techniques in apneic and breathing patients, tracheal intubation, suctioning.

   I. Positive pressure ventilation devices - manual and mechanical.

   J. Injections - Intravenous, Intramuscular, subcutaneous.

   K. Intravenous fluids

   L. Electrocardiogram

   M. Loss of protective reflexes.

   N. Management of unconscious patient.

   O. Central venous pressure monitoring concepts.

   P. Drainage systems - gastric, bladder, pleural.

   Q. Nursing skills, such as transfer of patients with dressings and drains.

   Students will wear white lab coats and name pins.

3) Intensive Care and Coronary Care

   A. Monitors - cardioscope, others.

   B. Defibrillation.

   C. Pacemakers.

   D. Intravenous fluids and medications.

   E. Long-term ventilation problems, intermittent positive pressure breathing (IPPB), care and maintenance of equipment.

F. Vitals and diagnostic signs.

G. Use of drugs.

H. Electrocardiogram - basic patterns.

I. Cardiopulmonary resuscitation.

J. Equipment hazards.

K. Fluid intake, output.

4) Respiratory Therapy

A. Study the anatomy and physiology of the respiratory system and pathophysiology and techniques of management of patients with respiratory complications.

B. Auscultation of chest sounds and their significance.

C. Develop skills in airway management techniques, basic and advanced life support.

D. Develop skills in operating oxygen equipment.

E. Positive Pressure ventilation devices - manual and mechanical

5) I.V. Team/Blood Lab

A. Develop skills in aseptic technique.

B. Develop skills in peripheral I.V. insertion.

C. Maintenance of intravenous life lines.

D. Drawing of blood.

E. Injections - Intravenous, Intramuscular, subcutaneous.

F. Intravenous fluids.

G. Intravenous fluids and medications.

H. Use of drugs

6) Obstetrics, Nursery and Pediatrics

A. Delivery and Post-delivery care.

1. Placenta.
2. Hemorrhage.
3. Perineal damage.
4. Monitoring of fetal heart tones.
5. Observe and assist (if permitted by the physician) with delivery.

B. Care of Newborn

1. Handling of the infant - head support, etc.
2. Airway ventilation and oxygenation problems.
3. Umbilical cord.
4. Temperature control.
5. Cardiopulmonary resuscitation.

7) Psychiatric Unit

A. Develop skills in the management of the following disturbances:

1. Suicidal feelings.
2. Hostility and violent behavior.
3. Acute grief and depressions.
4. Paranoia.
5. Hysterical conversion.
6. Alcohol and drug addiction.

B. Develop skills in the restraint of combative patients.

8) Morgue-Observation of Autopsies for:

A. Basic topographic anatomy.

B. Conditioning to open wounds, trauma.

C. Anatomic basis of endotracheal intubation.

D. Cause of death from trauma.

E. Complications of cardiac compressions.

F. Fractures and associated injuries - emphasis on nerve and vessel damage.

SCHEDULE

Students will be scheduled with a maximum of one student at any one time in any department, except, where permitted by hospital administration, in the emergency room where there may be a maximum of 2 students at any one time. The maximum number of students to be scheduled will not exceed [illegible] per semester.

HOSPITAL WARD CLERK
MEDICAL ASSISTANT
MEDICAL RECORDS TRANSCRIPTIONIST

I. Hospital Ward Clerk

The Agency agrees:

A. To provide experience for each student as follows:

1. Central Florida Regional Hospital
   - Ward Clerk
   - Business Department
   - Admitting Department
   - Out-Patient Department
   - Laboratory Department
   - X-Ray Department
2. Florida Hospital, Altamonte
   - Ward Clerk
   - Business Department
   - Admitting Department
   - Out-Patient Department
   - X-Ray Department
3. Winter Park Memorial Hospital
   - Ward Clerk
4. South Seminole Community Hospital
   - Ward Clerk

B. To accept classes of Hospital Ward Clerk/Medical Receptionist for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

Central Florida Regional Hospital	-	8
Florida Hospital, Altamonte	-	8
Winter Park Memorial Hospital	-	2
South Seminole Community Hospital	-	2

II. Medical Transcriptionist

The Agency agrees:

A. To provide experience for each student as follows:

1. Central Florida Regional Hospital
   - Medical Records Department
   - X-Ray Department
2. Florida Hospital, Altamonte
   - Medical Records Department
   - X-Ray Department
3. Winter Park Memorial Hospital
   - Medical Records Department
4. South Seminole Community Hospital
   - Medical Records Department

B. To accept classes of Medical Transcriptionist for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

Central Florida Regional Hospital	-	2
Florida Hospital, Altamonte	-	2
Winter Park Memorial Hospital	-	2
South Seminole Community Hospital	-	2

III. Medical Assistant

The Agency agrees:

A. To provide experience for each student as follows:

1. Central Florida Regional Hospital
   - Laboratory
2. Florida Hospital, Altamonte
   - Laboratory

B. To accept classes of Medical Assistant for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

Central Florida Regional Hospital	-	2
Florida Hospital, Altamonte	-	2

Scheduling of students' clinical education at the facility will be coordinated through the approval of the Inservice Director and Director of Education. The students' didactic education will be conducted on campus at Seminole Community College.

That supervision of students will be solely the responsibility of the Board's instructors.

EDUCATIONAL SERVICES AGREEMENT

THIS AGREEMENT made and entered into the 11th day of JUNE, 1985, by and between SEMINOLE COMMUNITY COLLEGE, having its principal facility at Sanford, Florida 32771 (hereinafter referred to as the "Board") and the educational contracting facility Central Florida Regional Hospital, having its principal facility at Sanford, Florida (hereinafter referred to as the "Agency").

WITNESSETH:

WHEREAS, the Board operates a community learning center in Seminole County under the name of Seminole Community College, and

WHEREAS, the Agency operates a facility suitable for clinical/laboratory (on-the-job) training of specified areas of instruction conducted by the Board, and

WHEREAS, the Board desires to utilize the Agency's facility, equipment and where appropriate, and allowable, personnel to conduct student training.

ARTICLE I

AGREEMENT SPECIFICATIONS

Training shall consist of observing, assisting and other such duties as may be expected of new employees.

Training shall be conducted under supervision and by terms set forth elsewhere in this agreement.

Training and/or supervisory policies and procedures which are exceptions to Article I of this agreement shall appear in the appendices herein.

It is understood that individuals entering occupational education programs offered by the Board do so on a voluntary basis and with a primary purpose of furthering their education within the related fields of study.

It is understood that the Board assumes full responsibility for the education of its students.

The Agency will assist in the educational process through the cooperation and assistance which its personnel give the Board's faculty.

ARTICLE II

REPRESENTATIONS AND WARRANTIES BY THE BOARD

The Board warrants and represents the following:

A. That minimum educational admission standards will be established which are consistent with the appropriate accrediting or program approval agency, and

That where accrediting and approval agencies for special educational programs do not exist, minimum educational standards shall be developed by the Board's program chairperson and/or director, staff, and that special program advisory committee.

B. That a coordinator will be provided, without cost to the Agency, who will be responsible for maintaining a high quality instructional program, and

C. That the necessary instructors and supervisory personnel will be furnished as required by the specific program and/or the number of students which the Agency's departments can accommodate at any one time.

D. That the Board's coordinator, educational chairperson or director will furnish a written and planned sequence of services and learning competencies specified in the Board's program curriculum, and

E. That any special provision, policies or accrediting agency requirements for educational programs shall be set forth, in writing, within the appendices of this agreement.

F. That the Board, to the fullest extent authorized by State law and decisions thereunder, shall be responsible for any claims, costs, damages, or injuries directed against the Board, its students, or personnel arising out of the acts or omissions of its Board, its students or personnel. In addition, the Board shall take out and maintain during the term of this agreement liability insurance to cover student and faculty services to the Agency at all locations and facilities, in amounts of not less than $200,000/$600,000 for personal injury. The Board shall submit certificates of insurance for all of the above described insurance coverages at the time the Board signs this agreement, and of any renewals thereafter. The Board agrees that the Agency will receive no less than thirty (30) days written notice prior to the cancellation, modification, or non-renewal of any insurance coverage.

ARTICLE III

REPRESENTATIONS AND WARRANTIES BY THE AGENCY

The Agency warrants and represents the following:

A. That clinical/laboratory (on-the-job) training experiences in the specified services identified elsewhere in this agreement will be provided for each student officially enrolled and accepted in the educational program of the Board.

B. That duly enrolled students will be accepted for educational training experience with the understanding that the maximum number of students assigned to the Agency's various departments will not exceed the capacity set forth, in writing, in the appendices of this agreement.

C. That the Agency agrees to abide by the following Board's student personnel policies:

1. That students who are scheduled for training shall be scheduled within the hours and days as agreed from time to time between the Agency's supervisor and the Board's coordinator,
2. That students will wear appropriate clothing which has been adopted by the Agency and the Board when on duty, if special type clothing is required,
3. That students will be allowed to make up Agency training time which may be lost because of unavoidable absence, as determined by the Board's coordinator,

   That make-up time shall enable aforementioned students to complete the required program Agency training hours in each identified service area,
4. That the Board's coordinator and/or instructor/supervisor shall develop a written plan for supervising students during make-up periods of training, and
5. That the Agency's supervisor shall review and approve the students Agency make-up training plan.

D. That the Board's coordinator, supervisor(s) and faculty shall be granted open access to the Agency's facility and departments where students have been assigned for Agency training purposes, and That the purpose shall be to supervise, train and evaluate students' training activity and/or program of instruction.

B. That this agreement may be executed in any number of counterparts, each of which when executed and delivered shall be an original, but all such counterparts shall constitute one and the same instrument.

C. That this agreement shall be in effect until mutually cancelled or until either party withdraws, as specified elsewhere in the agreement, and

That the Board and Agency may approve the continuation of this agreement by a verbal vote or by acclamation of the Board of Trustees and/or Directors, and

That such vote or acclamation shall be conducted annually at each party's regular business meeting.

D. That this instrument contains the entire general agreement and any special provisions within the appendices, for the respective parties with regard to the agency training activities contempleted herein, and no representations, statements or agreements have been made between the parties or their employees which are not specified in this agreement.

IN WITNESS WHEREOF, the parties have here-unto set their hand and seals, and executed this agreement on the day and year first written.

SEMINOLE COMMUNITY COLLEGE:

(Board Chairman)

AGENCY:

(Administrator)

B. That the Agency's administrator may request the Board withdraw from that Agency's facility any student whose work, performance and/or personal conduct, in the opinion of the Agency's administrator, is having a detrimental or disruptive effect upon the normal day-to-day operation of the departments and/or personnel of the Agency.

C. That the Agency reserves the exclusive right and accepts the responsibility to refuse any student agency training privileges in its facility or in any specified department who has previously been withdrawn by the Board at the Agency's request, or who has been legally dismissed as an employee of and by the Agency for reasons which make acceptance as an Agency affiliate inadvisable in the opinion of the Agency's administrator.

D. That the Board may likewise withdraw any student whose progress, personal conduct or work adjustment does not meet the minimum standards set forth by the Board for continuation in the enrolled educational program.

E. That final action which may be taken regarding a student rests with the Board.

F. That the Board and Agency may withdraw from this agreement by delivering written notice, of such a decision, not less than thirty (30) calendar days in advance of such withdrawal, and

That where the Agency chooses to withdraw as a training facility, the administrator agrees that students presently enrolled and receiving agency training will be allowed to complete their scheduled agency training program even though the time required may exceed the thirty (30) day period.

ARTICLE V

MODIFICATIONS, ADDENDUMS AND RENEWAL

A. That special limitations, services, policies, et al, listed in the appendices of this agreement may be made from time to time by mutual consent of both parties, and

That a dated memorandum specifying such modification or addendums shall be executed, initialed by both parties' chief administrators, and

That aforementioned memorandum shall be attached and become a part of all official copies of this agreement.

APPENDICES

C. That student's schedules for clinical experience will be as follows:

1. Central Florida Regional Hospital
2. Florida Hospital, Altamonte
3. Florida Hospital, Orlando
    a. Obstetrics
    b. Pediatrics
    c. Gynecology
4. Lakeview Nursing Center
5. Seminole County Mental Health Center
6. Lutheran Haven
7. West Lake Hospital
8. South Seminole Community Hospital

Monday through Friday between the hours of 7 A.M. and 11 P.M. Schedules to be submitted to Nursing office with names of students and instructors.

D. That supervision of students be solely the responsibility of the Board's instructors. (EXCEPTION: Associate Degree Nursing Clinical Practicum. See section F.) The instructor-student ratio will not exceed 1:12 as specified by the State Board of Nursing.

E. That students receiving clinical experience represent three levels of nursing.

1. Nursing Assistant
2. Practical Nursing
3. Associate Degree Nursing

and

will be assigned duties according to the level of nursing for which they have been prepared in the classroom.

F. Students in the Associate Degree Nursing Clinical Practicum will be supervised by the Board's instructors with an instructor-student ratio not to exceed 1:12 and an Agency RN preceptor with a preceptor-student ratio not to exceed 1:2. The preceptor shall be a registered nurse recommended by the Agency, "approved by the nursing faculty of the College, and have clinical expertise/competence in the area where serving as a preceptor." The preceptor shall be physically present in the unit and available to the student at all times the student is performing in a nursing capacity with patients/clients," (Chapter 210-7: Florida Administrative Policies Establishing Required Standards for Certification of Approval for Nursing Programs.)

REGISTERED NURSING
PRACTICAL NURSING
NURSING ASSISTANT

I. The Agency agrees:

A. To provide Nursing experience for each student as follows:

1. Central Florida Regional Hospital
   a. Foundations
   b. Medical-Surgical Nursing
   c. Pediatrics
   d. Obstetrics
   e. Special Care Units
   f. Recovery Room. Operating Room
   g. Emergency Department

2. Florida Hospital, Altamonte
   a. Medical-Surgical Nursing of Adults and Children
   b. Special Care Units
   c. Emergency Room, Recovery Room, Operating Room
   d. Psychiatry - Medical Health

3. Florida Hospital, Orlando
   a. Obstetrics, Gynecology
   b. Pediatrics

4. Lakeview Nursing Center
   a. Geriatrics

5. Seminole County Mental Health Center
   a. Crisis Unit
   b. Geriatrics

6. Lutheran Haven
   a. Geriatrics

7. West Lake Hospital
   a. Adult Unit
   b. Adolescent Unit
   c. Children's Unit

8. South Seminole Community Hospital
   a. Medical-Surgical Nursing

B. To accept classes of nursing students for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

1. Central Florida Regional Hospital	40
2. Florida Hospital, Altamonte	
a. General Units and Special Care	40
b. Psychiatry - Mental Health	8
3. Florida Hospital, Orlando	
a. Obstetrics	18
b. Pediatrics	12
c. Gynecology - Morgan 2	4
4. Lakeview Nursing Center	15
5. Seminole County Mental Health Center	12
6. Lutheran Haven	15
7. West Lake Hospital	20
8. South Seminole Community Hospital	(ADN's only)

4. Decision Making/Priority Setting
5. Graduate's Future in Nursing
    a. Resume
    b. Job Interview
    c. Employment Opportunities
    d. Professional Organizations
6. Issues and Trends in Nursing

C. Nursing Care of Adults and Children
    1. Application of the Nursing Process to the nursing care of clients with medical-surgical problems throughout the life span from age 1 to death.
    2. Psycho-Pathophysiology of Disease
    3. Independent nursing actions directed to the client's actual or potential response to disease: body systems approach.
    4. Advanced Nursing Technical Skills
    5. Physical and Psychosocial Assessment
    6. Aged Adult
    7. Introduction to Special Care Nursing
    8. Introduction to Primary Care Settings
D. Nursing Care of Parents and Children
    1. Application of the Nursing Process to the Family
    2. High Risk Parenting
    3. High Risk Antepartum, Intrapartum, Postpartum, and Newborn
    4. Complex problems of the infant and toddler
    5. Growth and Development
    6. Sexuality, Contraception
E. Nursing Care for Mental Health
    1. Application of the Nursing Process to Distrubances in Psychosocial Behavior Throughout the Life Span
    2. Continuum of Mental Health and Illness
    3. Comparison of Theoretical Models of Understanding Behavior
    4. Application of the Interpersonal Concept of Anxiety
    5. Self Care
    6. Problem Solving Communication Skills
    7. Assertive Communication
F. Nursing Clinical Practicum
    1. Team Leadership or primary care nurse experience for three 8-hour shifts per week for 6 weeks.
    2. Transitional experience from student to graduate.
    3. Supervision provided by clinical instructor and agency preceptor.

Nursing Assistant

A. *Fundamentals of Nursing*
  1. Introduction to Nursing
  2. Orientation to Health Agencies
  3. Basic legal aspects
  4. Ethics
  5. Individual, Family and Community Health
  6. Understanding the patients as whole
  7. Communication with the patient
  8. Providing for the Physical Comfort and Care of the Patient
     a. Organization and care of the patient environment
     b. Care of nails, hair, mouth and skin
     c. Food service
     d. Elimination
     e. Lifting and moving patients
     f. Evening and night comforts
     g. Cardinal Signs, TPR and BP
     h. Observing and recording
     i. Admission and Discharge of pt.
  9. Study of four stages of death and dying
  10. Basic Therapeutic Treatments
     a. Asepsis and disinfection
     b. Therapeutic uses of heat and cold
     c. Rectal treatments
  11. Hospital Safety
  12. CPR and First Aid

I. Practical Nursing

A. Fundamentals of Nursing as above
B. Introduction to Medical-Surgical Nursing
  1. Signs, Symptoms and Complications of Illness
  2. Advanced Nursing Skills
     a. Colostomy care
     b. Naso-Pharyngeal Care
     c. Tracheostomy care
     d. Nasogastric Tubes
     e. Vaginal Douche
     f. Bandages and binders
     g. Surgical dressings
     h. Catheterization
     i. Oxygen therapy
     j. Assisting with treatments
  3. Introduction to Pharmacology
     a. Legal aspects
     b. General Classification of drugs
     c. Medical Math
     d. General Safety rules
     e. Administration of medications
C. Introduction to Nursing Specialities
  1. Obstetrics
     a. Introduction to Maternity Nursing
     b. Human Reproduction
     c. Needs during pregnancy
     d. Needs during intrapartal period
     e. Needs during the Postpartum period
     f. Needs during the Neonatal Period
  2. Pediatrics
     a. Introduction to the Nursing of Children
     b. Prevention of Childhood Accidents
     c. Illnesses of Infants and Toddlers
     d. Illnesses of the Pre-Schooler, School-Age Child and adolescents
     e. Communicable Childhood Diseases
  3. Geriatrics
     a. Progressive Development
     b. Special Geriatrics Needs
     c. Nursing Care in Conditions of Illness
     d. Nursing in an Extended Care Facility
     e. Concept of Loss

- 4. Administration of Medication
  - a. Oral Medications
  - b. Eye, ear, nose and throat med.
  - c. Subcutaneous Injection
  - d. Intramuscular Injections
  - e. Intradermal Injection
- D. Medical-Surgical Nursing
  - 1. For the Conditions of Illness affecting the following Systems
    - a. Respiratory
    - b. Circulatory
    - c. Urinary
    - d. Digestive
    - e. Reproductive
    - f. Endocrine
    - g. Nervous Mental
    - h. Special Senses
    - i. Musculo-Skeletal
      - 1. Review of body structure
      - 2. Diagnostic tests and examination
      - 3. General nursing care and treatment
      - 4. Specific conditions of illness
        - a. Signs and symptoms
        - b. Etiology
        - c. Special nursing measures
        - d. Diet therapy
        - e. Drug therapy
  - 2. Vocational Adjustments
    - a. Employment opportunities
    - b. Legal rights and responsibilities

III. Associate Degree Nursing: all students are Florida Licensed Practical Nurses or have completed an approved practical nursing program and are awaiting licensure and have above average academic background.

- A. Nursing Transition
  - 1. Operational Concept of the Nursing Process
    - a. Nursing History and Physical-Psychosocial Assessment
    - b. Nursing Diagnosis
    - c. Plan
    - d. Implementation
    - e. Evaluation and Revision
  - 2. Helping Relationships and Therapeutic Communication
  - 3. Growth and Development
  - 4. Client Teaching
  - 5. Basic Mental Health Concepts
    - a. Anxiety
    - b. Denial and other Defense Mechanisms
    - c. Anger
    - d. Grief and Depression
    - e. Crisis
    - f. Self Concept: Body Image, Sexuality, Self Esteem
    - g. Parenting
    - h. Death and Dying
  - 6. Review of Dosage Calculations
  - 7. Review of Basic Technical Skills
    - a. Medication Administration
    - b. Male and Female Catheterizations
    - c. Enemas
    - d. Sterile Dressings
    - e. Isolation Technique
  - 8. Introduction to Basic Physical Assessment
- B. Nursing Leadership
  - 1. The Role of the Nurse as:
    - a. Leader/Manager
    - b. Client Advocate
    - c. Group Member and Facilitator
    - d. Change Facilitator
    - e. Emerging Professional Health Care Provider
  - 2. Comparison of Models of Nursing Care Delivery
    - a. Functional/Task
    - b. Team
    - c. Primary Care
  - 3. Team Leading Responsibilities
    - a. Report
    - b. Assignments
    - c. Rounds
    - d. Team Conferences
    - e. Reassessing Medical Orders

EMERGENCY MEDICAL TECHNICIAN

Clinical experiences for the EMT A (Ambulance) shall include observation and assistance under proper supervision as deemed feasible by the Emergency Department physician and staff.

Experiences desired include but are not limited to:

1. Functioning under emergency conditions.
2. Correlation of field emergency procedures with hospital Emergency Department procedures.
3. Enrichment of knowledge relating to anatomy, physiology and emergency procedures.
4. Application of basic skills as required (vital signs - patient assessment - CPR - control of bleeding, etc.)
5. Other experiences at the discretion of the Emergency Department Physician.

SCHEDULE

Students will be scheduled with a maximum of one student at any one time in the Emergency Department. Each student will be scheduled for a minimum of 16 hours. The maximum number of students to be scheduled will not exceed 20 per semester.

CONTRACTUAL AGREEMENT FOR RESPIRATORY THERAPY

APPENDIX

I. CLINICAL FACILITIES USED:

A. Orlando Regional Medical Center:
(Orange Division and Holiday Division)

B. Central Florida Regional Hospital

C. Waterman Memorial Hospital

D. West Orange Memorial Hospital

E. Florida Hospital Medical Center

II. MAXIMUM NUMBER OF STUDENTS PER FACILITY:

A. Orlando Regional Medical Center (NOTE: 12 in Critical Care areas, 6 on Floor and Peds and Holiday)	12
B. Central Florida Regional Hospital	7
C. Waterman Memorial Hospital	7
D. West Orange Memorial Hospital	4
E. Florida Hospital Medical Center	12

III. HOURS USING EACH FACILITY:

Each facility is used on: (Jan - March, WRF; June - July, MTWRF)

Monday	7:00 A.M. - 3:30 P.M.
Tuesday	7:00 A.M. - 3:30 P.M.
Wednesday	7:00 A.M. - 3:30 P.M.
Thursday	7:00 A.M. - 3:30 P.M.
Friday	7:00 A.M. - 3:30 P.M.

NOTE: Occasionally the evening and night shifts are used.

Scheduling of student's clinical education at the clinical facility will be coordinated through the approval of the Chief Respiratory Therapist within each Respiratory Therapy (or Cardiopulmonary Therapy) Department.

IV. PROVISION FOR STUDENT SUPERVISION:

The students will be under direct supervision at all times by either the Clinical Coordinator, Program Director, Clinical Instructor and/or Hospital staff therapist or technician who may assist the student in the care of the patient.

V. LEVEL OF STUDENTS ASSIGNED:

Respiratory Therapy Technician

VI. PROGRAM CURRICULUM

	Course	Hours
RTO 001	RESPIRATORY THERAPY ORIENTATION	5
RTI 010	GENERAL SCIENCES	35
RTI 011	GENERAL ANATOMY AND PHYSIOLOGY	60
RTI 012	PHARMACOLOGY	30
RTB 010	ORGANIZATION AND ADMINISTRATION	10
RTB 011	GAS THERAPY	60
RTB 012	AEROSOL AND HUMIDITY THERAPY	40
RTB 013	GENERAL PATIENT CARE	5
RTB 014	CHEST PHYSICAL THERAPY	20
RTB 015	CARDIOPULMONARY RESUSCITATION	10
RTB 016	AIRWAY MANAGEMENT	20
RTB 017	ARTERIAL BLOOD GASES	20
RTB 018	PULMONARY REHABILITATION AND HOME CARE	5
RTB 019	ETHICS OF RESPIRATORY THERAPY AND HOME CARE	5
RTC 010	CLINICAL ORIENTATION	40
RTI 020	MICROBIOLOGY	30
RTI 021	RESPIRATORY PHYSIOLOGY	30
RTB 020	MECHANICAL VENTILATION THERAPY	45
RTC 020	CLINICAL PRACTICE I	384
RTI 030	CLINICAL TOPICS: ADULT	60
RTI 031	CLINICAL TOPICS: PEDIATRICS	15
RTB 030	PULMONARY FUNCTION TESTING	30
RTC 030	CLINICAL PRACTICE II	384
	TOTAL HOURS	1343

Courses RTC 010, RTC 020, RTC 030, are the students' clinical education courses received within the clinical facilities. The remainder of the curriculum is didactic instruction received on campus at Seminole Community College.

VII. DUTIES STUDENTS MAY PERFORM:

Intermittant positive pressure breathing, humidity and aerosol therapy, administration of aerosolized medicants, medical gas therapy, pulmonary drainage procedures, and assist in cardiopulmonary resuscitation. The student will also be expected to assist in respiratory care services involving general airway care, mechanical ventilation care including blood gas procedures, pulmonary function analysis, and strictly observation of neonatal care.

7) Psychiatric Unit

A. Develop skills in the management of the following disturbances:

1. Suicidal feelings.
2. Hostility and violent behavior.
3. Acute grief and depressions.
4. Paranoia.
5. Hysterical conversion.
6. Alcohol and drug addiction.

B. Develop skills in the restraint of combative patients.

8) Morgue-Observation of Autopsies for:

A. Basic topographic anatomy.

B. Conditioning to open wounds, trauma.

C, Anatomic basis of endotracheal intubation.

D. Cause of death from trauma.

E. Complications of cardiac compressions.

F. Fractures and associated injuries - emphasis on nerve and vessel damage.

SCHEDULE

Students will be scheduled with a maximum of one student at any one time in any department, except, where permitted by hospital administration, in the emergency room where there may be a maximum of 2 students at any one time. The maximum number of students to be scheduled will not exceed 35 per semester.

EMT P (Paramedic)

Clinical experiences for the EMT P (Paramedic) shall include observation, assistance and application of advanced life support skills as deemed feasible and in accordance with the following:

1) Emergency Room

   A. Application of principles of emergency care. "Basic and Advanced Life Support."

   B. Critique for evaluation of good and poor emergency care at the scene with follow-up in hospital.

2) Operating/Recovery Room

   A. Sterile techniques.

   B. Anatomy and physiology.

   C. Wound care.

   D. Dressings.

   E. Immobilization techniques.

   F. Paralysis.

   G. Vital and diagnostic signs - recognition and significance.

   H. Airway control techniques in apneic and breathing patients, tracheal intubation, suctioning.

   I. Positive pressure ventilation devices - manual and mechanical.

   J. Injections - Intravenous, Intramuscular, subcutaneous.

   K. Intravenous fluids

   L. Electrocardiogram

   M. Loss of protective reflexes.

   N. Management of unconscious patient.

   O. Central venous pressure monitoring concepts.

   P. Drainage systems - gastric, bladder, pleural.

   Q. Nursing skills, such as transfer of patients with dressings and drains.

   Students will wear white lab coats and name pins.

3) Intensive Care and Coronary Care

   A. Monitors - cardioscope, others.

   B. Defibrillation.

   C. Pacemakers.

   D. Intravenous fluids and medications.

   E. Long-term ventilation problems, intermittent positive pressure breathing (IPPB), care and maintenance of equipment.

F. Vitals and diagnostic signs.

G. Use of drugs.

H. Electrocardiogram - basic patterns.

I. Cardiopulmonary resuscitation.

J. Equipment hazards.

K. Fluid intake, output.

4) Respiratory Therapy

A. Study the anatomy and physiology of the respiratory system and pathophysiology and techniques of management of patients with respiratory complications.

B. Auscultation of chest sounds and their significance.

C. Develop skills in airway management techniques, basic and advanced life support.

D. Develop skills in operating oxygen equipment.

E. Positive Pressure ventilation devices - manual and mechanical

5) I.V. Team/Blood Lab

A. Develop skills in aseptic technique.

B. Develop skills in peripheral I.V. insertion.

C. Maintenance of intravenous life lines.

D. Drawing of blood.

E. Injections - Intravenous, Intramuscular, subcutaneous.

F. Intravenous fluids.

G. Intravenous fluids and medications.

H. Use of drugs

6 Obstetrics, Nursery and Pediatrics

A. Delivery and Post-delivery care.

1. Placenta.
2. Hemorrhage.
3. Perineal damage.
4. Monitoring of fetal heart tones.
5. Observe and assist (if permitted by the physician) with delivery.

B. Care of Newborn

1. Handling of the infant - head support, etc.
2. Airway ventilation and oxygenation problems.
3. Umbilical cord.
4. Temperature control.
5. Cardiopulmonary resuscitation.

HOSPITAL WARD CLERK
MEDICAL ASSISTANT
MEDICAL RECORDS TRANSCRIPTIONIST

I. Hospital Ward Clerk
The Agency agrees:
A. To provide experience for each student as follows:
1. Central Florida Regional Hospital
Ward Clerk
2. Florida Hospital, Altamonte
Ward Clerk
3. Winter Park Memorial Hospital
Ward Clerk

B. To accept classes of Hospital Ward Clerk/Medical Receptionist for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

Central Florida Regional Hospital	-	8
Florida Hospital, Altamonte	-	8
Winter Park Memorial Hospital	-	2

II. Medical Transcriptionist
The Agency agrees:
A. To provide experience for each student as follows:
1. Central Florida Regional Hospital
Medical Records Department
X-Ray Department
2. Florida Hospital, Altamonte
Medical Records Department
X-Ray Department
3. Winter Park Memorial Hospital
Medical Records Department and Pathology Department
4. South Seminole Community Hospital
Medical Records Department

B. To accept classes of Medical Transcriptionist for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

Central Florida Regional Hospital	-	2
Florida Hospital, Altamonte	-	2
Winter Park Memorial Hospital	-	2
South Seminole Community Hospital	-	2

III. Medical Assistant
The Agency agrees:
A. To provide experience for each student as follows:
1. Central Florida Regional Hospital
Laboratory
2. Florida Hospital, Altamonte
Laboratory

B. To accept classes of Medical Assistant for clinical experience with the understanding that the number of students assigned to the clinical areas will not exceed at any one time:

Central Florida Regional Hospital	-	2
Florida Hospital, Altamonte	-	2

Scheduling of students' clinical education at the facility will be coordinated through the approval of the Inservice Director and Director of Education. The students' didactic education will be conducted on campus at Seminole Community College.

That supervision of students will be solely the responsibility of the Board's instructors.